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ABSTRACT

This document is intended to help students in Alberta identify skills and prepare portfolios highlighting their strengths and abilities and to help education and business leaders work together to develop a student portfolio sample promoting skills for success in education, training and work. The document is divided into two parts. Part I is a career skills portfolio sample that is based on "The Critical Skills Required of the Canadian Work Force," as depicted by the Conference Board of Canada. The sample materials are organized into five sections dealing with the following topics: identifying and communicating skills, values, and plans; identifying and communicating academic and technical skills; identifying and communicating personal management skills; identifying and communicating teamwork skills; and applying skills in project work. Part 2 is an implementation handbook that creates and guides the reader through a process for achieving the following: critical formation of business-education partnerships to spearhead portfolio projects; development of portfolios in schools; and use of portfolios in local business communities. Appended are the following: descriptions of selected portfolio initiatives in Alberta; transparency masters; promotion/marketing ideas; and sample letters. Contains 15 references. (MN)

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ED 412 362

CREATING A

Career Skills Portfolio

Showcasing Students' Strengths and Abilities

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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September 1997

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Alberta EDUCATION

CE 074 882

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ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA
Alberta. Alberta Education. Special Education Branch.
Creating a Career Skills Portfolio —
Showcasing Students' Strengths and Abilities.

This resource was producted under contract with Dale Gullekson, Coordinator Career Development Services, Bev Facey Community High School (Elk Island Public School).

ISBN 0-7732-5255-x

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This document is intended for:

Students	✓
Parents	✓
Teachers	✓
School Administrators	✓
School Counsellors	✓
School Advisory Committee/Councils	✓
School District Administrators	✓
School Trustees	✓
Chamber of Commerce Directors & Members	✓
Local Businesses	✓
Other Public Services	✓

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Advisory Committee

Deana-Marie Helton, Coordinator of Student Services, Father Lacombe High School (Calgary)
Mark Edwards, Counsellor, Holy Trinity School (Edmonton)
Pam Bottrill, Off-campus and Career Focus Team Member, Chinook's Edge Regional Division No. 5
Bryan Hiebert, President, Canadian Career Development Foundation
Paul Gowans, Principal, Lindsay Thurber Composite High School (Red Deer)
Mary Stephenson, Chair of the Education Sub-Committee, Alberta Chamber of Commerce
Dale Erickson, Executive Assistant — Corporate Services, Alberta School Boards Association
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Gary MacNeill, Project Director, Careers: The Next Generation
Colleen Crickmore, Acting Director, Information, Development and Marketing, Advanced Education and Career Development
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Sherwood Park Chamber of Commerce

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Xerox Canada

For valuable support with the skills portfolio in Sherwood Park.

Students from Elk Island Public School Regional Division No. 14

For granting permission to use photographs and personal documentation.

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Part II: Implementation Handbook

Introduction

Getting Started – Initiating a Portfolio Project

The Implementation Process

Appendices

A. Descriptions of Selected Portfolio Initiatives in Alberta

B. Information Package (Blackline Masters)

C. Promotion/Marketing Ideas

D. Sample Letters

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CAREER SKILLS PORTFOLIO

A portfolio is a carefully organized collection which illustrates a student's skills, abilities and talents. Compiling a portfolio helps students identify, select and organize evidence of skills that will assist them in their transition from school to work and/or further training.

***Creating a Career Skills Portfolio* is a guide to help:**

- students identify skills and prepare portfolios that highlight their strengths and abilities
- education and business leaders work together to develop a student portfolio sample that will promote skills for success in education, training and work.

For employers, the portfolio will provide evidence of essential work skills which will aid in the selection of potential employees.

For students, the portfolio is an immediately available summary of abilities and accomplishments. In a world of competitive selection for education, training and employment, the portfolio will be a valuable marketing tool.

Students who have developed portfolios say there are many ways their portfolios have been useful in helping them:

- √ look inward and reflect upon their values, interests and strengths
- √ set the path for their careers
- √ identify and demonstrate skills for employment
- √ have on-hand information for job applications
- √ attain university, college or technical school entrance
- √ apply for scholarships
- √ get volunteer positions
- √ show others what they are all about.

For educators, the portfolio demonstrates the many skills they have engendered in their students.

A skills portfolio is a representation of a student's career intelligence. Career intelligence can only be inferred from a student's behaviour, attitudes and skills. Clearly, the employability skills of academic/technical, personal management and teamwork represent a student's career intelligence or "fitness for the workplace."

Basically, this resource helps answer two key questions for educators:
1. What are the important components of a career skills portfolio for students?
2. How can educators best implement a career skills portfolio for students in schools?

***Creating a Career Skills Portfolio* includes two components:**

1. A Career Skills Portfolio Sample (Part I) based upon "The Critical Skills Required of the Canadian Work Force" as depicted by the Conference Board of Canada:

   - academic skills
   - personal management skills
   - teamwork skills.

   A copy of the Employability Skills Profile is found on the following pages.

2. An Implementation Handbook (Part II) which creates and guides the reader through a process for:

   - the critical formation of business/education partnerships to spearhead portfolio projects
   - the development of portfolios in schools
   - the use of portfolios in local business communities.

To assist the implementation process, this handbook also includes sample overhead masters for presentations, sample letters, brochures, documents related to agendas, publicity, fund raising and more.

It is important to recognize this portfolio will be most effective as a community partnership initiative which may be introduced by any stakeholder group to the other key players in the community.

EMPLOYABILITY SKILLS PROFILE

To help Canadians develop skills that will set them on the way to success, the Corporate Council on Education, which is part of the Conference Board of Canada, has developed a set of basic skills that are important to every employer. It is called an Employability Profile and it outlines academic, personal management and teamwork as essential skills.

The Conference Board of Canada has identified critical skills required of the Canadian workforce. These skills are important to all employment and career opportunities.

Academic Skills

Those skills which provide the basic foundation to get, keep and progress on a job and to achieve the best results.

Canadian employers need a person who can:

Communicate

- Understand and speak the languages in which business is conducted
- Listen to understand and learn
- Read, comprehend and use written materials, including graphs, charts and displays
- Write effectively in the languages in which business is conducted

Think

- Think critically and act logically to evaluate situations, solve problems and make decisions
- Understand and solve problems involving mathematics and use the results
- Use technology, instruments, tools and information systems effectively
- Access and apply specialized knowledge from various fields; e.g., skilled trades, technology, physical sciences, arts and social sciences

Learn

- Continue to learn for life

Personal Management Skills

The combination of skills, attitudes and behaviours required to get, keep and progress on a job and to achieve the best results.

Canadian employers need a person who can demonstrate:

Positive Attitudes and Behaviours

- Self-esteem and confidence
- Honesty, integrity and personal ethics
- A positive attitude toward learning, growth and personal health
- Initiative, energy and persistence to get the job done

Responsibility

- The ability to set goals and priorities in work and personal life
- The ability to plan and manage time, money and other resources to achieve goals
- Accountability for actions taken

Adaptability

- A positive attitude toward change
- Recognition of and respect for people's diversity and individual differences
- The ability to identify and suggest new ideas to get the job done – creatively

Teamwork Skills

Those skills needed to work with others on a job and to achieve the best results.

Canadian employers need a person who can:

Work with Others

- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance

Part I : Portfolio Sample

CHAPTER

Introduction – This is Me 1

Academic/Technical Skills 2

Personal Management Skills 3

Teamwork Skills 4

Applying My Skills – Project Work 5

Employability Skills

THIS IS ME

This section includes anything that represents who you are, what you value and your plans for your future.

- ☐ Current résumé/curriculum vitae
- ☐ Current personal career plan
- ☐ Education/training plan
- ☐ Student career profile
- ☐ Personal profiles/inventories; e.g.,
  - Interest assessment inventory; e.g., COPS, InterOptions, etc.
  - Values/beliefs; e.g., COPES, Life Role Profile, etc.
  - CHOICES/DISCOVER summary
  - Myers Briggs Type Indicator (MBTI)
  - True Colors
- ☐ Cover letter sample
- ☐ Application form sample/application form master sheet
- ☐ Hobbies/interests
- ☐ Recognition or accomplishments

MICHAEL JERRY
109, 52225 Range Road 232
Sherwood Park, AB
T8B 1L5
(403) 449–9488

CAREER GOAL

I will be applying to the Radio and Television Arts program at SAIT for January entrance and I hope to pursue a successful career in radio broadcasting.

EDUCATION

Bev Facey Composite High School
99 Colwill Boulevard
Sherwood Park, AB
T8A 4V5
(403) 467–0044

Graduating from Bev Facey in June 1994 with a general diploma, majoring in drama.

RADIO AND AUDIO EXPERIENCE

In the 1989–90 school year, I started a radio station with a teacher, Al Dixon, at F. R. Haythorne Junior High School. This radio station is still fully operational.

- Created a letter so the administration would approve the radio station.
- Organized a team of disc jockeys and designed a schedule for each person.
- Trained the disc jockeys on how to set up and use the equipment.
- Responsible for buying tapes and extra equipment to keep the radio station up to date.

I have also worked on a volunteer basis for KDL Audio and Lighting Specialists to help set up sound the lighting equipment for the Sherwood Park trade fair 1991 and 1992.

- Became familiar with the set up and take down of a major production.
- Responsible for light and sound checks after set up.
- Worked backstage with a headset transferring information from stage directors to my supervisor on the main control board.
- Operated spot light for the fashion shows.

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Between the school years 1988 and 1991, I was a member of the school sound crew.

- Familiar with 8-channel mixer board, all patchwork involved, set up of speakers and microphones.
- Worked with a team of three people to set up and operate sound equipment for school assemblies.
- Worked after school hours for open houses, band concerts, graduations, etc.

Public speaking confidence and announcing experience includes:

- Master of Ceremonies for my Grade 9 graduating class (1991).
- Communicated to groups of 200 by announcing the starting line-ups and sponsors for various tournaments.
- Just elected by student body to be the class historian for my Grade 12 graduation at the Alliance Church (June 1994).

ENTERTAINMENT EXPERIENCE

Between October 1993 and February 1994, I took part in a film making course through the National Screen Institute, Canada.
During this course I:

- Refined my drama skills in a nine week training course as an actor.
- Briefly introduced to the lighting, camera, editing and production work.
- Tenth week consisted of our team producing a 7-minute movie in a 12-hour shooting day. (Received excellent reviews from Marc Horton of the Edmonton Journal.)

DRAMA

I have been involved in drama for six years and through this training I have:

- Created a variety of different characters and directed many one act plays.
- Acted in a variety of major productions; e.g., musicals, Shakespeare, collectives, mystery dinner as well as films.
- Organized casts, built stage sets and worked with others to produce various plays for performance.
- Established a relationship with many businesses through the drama department to trade advertising from us for the borrowing of props that are too expensive for the department budget.

INTERPERSONAL AND LEADERSHIP SKILLS

Drama

- Developed public speaking confidence through six years of drama training.

graduation fund-raiser.

Soccer

- Coached a group of five and six year olds for the 1992–93 indoor season, working on basic fundamentals of soccer as well as teamwork.
- Coached a group of under nine year olds for the 1993–94 indoor season, stressing teamwork and passing.
- Coached a group of under 17 year olds for the 1993–94 season, working on devising plays, specializing on key skills and tactics. (Silver Medal, Provincial, Calgary 1994)
- Have played competitive soccer for 14 years and am presently captain of the school soccer team.
- Completed my level 1 ASA Soccer refereeing course and have officiated.

ACHIEVEMENTS

- Five provincial gold medals over my entire soccer career, one provincial silver medal as coach, various medals for volleyball and soccer in school athletics.
- "Student of the Year" award in Grade 9.
- Drama awards in 1991 and 1992.

INTERESTS

- Enjoy listening to all types of music.
- Installing car stereos.
- Soccer, volleyball and all types of sports.
- Snowboarding, because of its aggressive style.

REFERENCE OPTIONS

1. Available upon request.
2. Copies of references provided.
3. Skills portfolio including references available upon request.

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Sample Career Profile

STUDENT CAREER PROFILE

SELF ASSESSMENT RESEARCH

GRADE 10

- [x] Labour Market Information
- [x] Post-Secondary Requirements
- [x] Pre-registration Grade 11

Personal Interests: _____

Personal Strengths: English, Social Communication + Computers

Personal Weaknesses: Math and 2nd Language

SUMMARY

INTERESTS

Methodical	[ ]
Objective	[ ]
Social	[x]
Innovative	[ ]
Directive	[x]

APTITUDES

General Learner	1
Verbal Learner	3
Numerical Learner	2
Eye/Hand	4

PREFERENCES

Things	3
People	1
Information	2

NOC Sector Preferences
1. Service
2. Business
3. _____

OCCUPATIONAL GOALS/INTERESTS

Law Enforcement, Advertising, Film Editor, Radio/TV Announcer

EDUCATIONAL GOALS/INTERESTS

NOC Skills Level (circle) A (B) C D

Specific: College

Next Career Planning Step(s) 1. Job Shadow 2. Choices 3. _____

CALM GRADE 11

Self Assessment Summary:

Goals: College

Values: People, Helping

Personal Skills: Communication

Interests: _____

- [x] Post Secondary Plan
- [x] "CHOICES": 1. Education: Teacher; 2. Business; 3. _____
- [x] Job Shadow: 1. Police Woman; 2. Business Mgr.; 3. _____
- [x] General Résumé
- [ ] Interviewing

CAREER TRANSITIONS GRADE 12

Occupation Interviews:

- [ ] Post-Secondary Plan
- [ ] Job Search Skills
- [ ] Targeted Résumé
- [ ] Application Form/Cover Letter
- [ ] Interviewing Rehearsal (Video)

Practicum Placements: _____

Work Study: _____

Work Experience:
1. _____
2. _____
3. _____

CAREER RESEARCH

OCCUPATION RESEARCH

- [x] CHOICES: Occupation Search
- [x] NOC (Career Prospects)
- [ ] Career Directions (Canada)
- [x] Occupational Profiles (Alberta)
- [x] Career Information Hotline (422-4266)
- [ ] Occupation Research: Interviewing, CALM, Work Experience
- [x] Career Investigation (NAIT/SAIT)
- [x] Job Shadowing: Counselling/CALM
- [ ] Work Study (CTS)
- [ ] Work Experience/Cooperative Education
- [ ] RAP (Registered Apprenticeship Program)
- [ ] Volunteer Work
- [ ] Casual/Part-time/Summer Employment

EDUCATION RESEARCH

SECONDARY

- [x] Bev Facey Composite High School Registration Handbook
- [x] Bev Facey Composite High School Open House/CTS Tours
- [ ] Bev Facey Composite High School Student-For-A-Day

POST-SECONDARY

- [x] CHOICES Education Search
- [x] "Matter of Choice" Evening
- [ ] Post-Secondary Institution Calendars

List of Programs	[x]
List of Institutions	[x]
Admissions Criteria	[x]
Application Procedure	[x]
Tuition Fees/Books/Tools	[x]
Housing/Transportation	[x]
Financial Aid	[x]
Contingency Plan	[x]

- [x] Continuing Education Calendars
- [ ] Counsellor Appointment - verify research to date. Date: Mar 95 / Nov 96
- [ ] Post-Secondary Open House Dates
- [x] Buddy System/Student-For-A-Day
- [ ] Post-Secondary Admissions Appointment
- [x] Bev Facey Composite High School Application Seminars
- [ ] Technologies: Career Investigation/References
- [ ] Trades: Apprenticeship Criteria

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BEV FACEY COMPOSITE HIGH SCHOOL

STUDENT CAREER PROFILE

NAME:

E K 12/
252 BFH
Garnet Crescent Prov Id : 0110870
Bdate : 15-JAN-78
Sherwood Park T8A2S1 Med Alert: F Sex: F
Lives with:'B' ( )467- EXT:
, Paul W ( )467- EXT:8412
, Darlene M ( )464- EXT:

TRANSFER IN: _____ TRANSFER OUT: _____

GRADE 12 (RETURNING)			
CRS.	TITLE	CR.	FM

MARKS:

GRADE 10:

R:10 93/94
32252 E , K
ROGRAM: HOMEROOM:
R: 36 CUM CR: 36 AVG:66.11

RS	TITLE	CR	SCH	DIP	FIN
100	ENG 10	5			69
150	SOCST 10	5			66
216	MATH 13	5			63
200	MATH 10	5			46
227	C PR 10	3			70
143	PE 10	5			80
410	DRAMA 10	5			75
175	GER 10	5			74
250	SCI 10	5			60

GRADE 11:

GR:11 94/95
832252 E , K
PROGRAM: HOMEROOM:
CR: 40 CUM CR: 76 AVG:72.40

CRS	TITLE	CR	SCH	DIP	FIN
4553	LEGAL 1A	0			
2270	SCI 20	5			71
2115	GER 20	5			77
2150	SOCST 20	5			72
3410	DRAMA 20	5			68
4554	LEGAL 1B	4			74
1200	MATH 10	5			67
3100	ENG 20	5			65
5416	CALM 20	3			80
5613	INPR 2A	3			74

GRADE 12:

GR:12 95/96
832252 E , K
PROGRAM: HOMEROOM:
CR: 36 CUM CR:112 AVG:74.75

CRS	TITLE	CR	SCH	DIP	FIN
6613	INPR 3A	3			85
6553	LEGAL 3A	3			93
3270	SCI 30	5	64	63	64
3150	SOCST 30	5	67	55	64
3216	MATH 33	5	68	86	77
3410	DRAMA 30	5			70
3100	ENG 30	5	69	70	70
2216	MATH 23	5			78

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Sample Award

Denis Osachuk

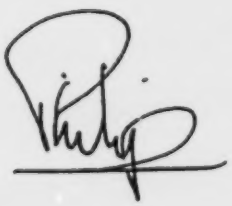
has attained

THE BRONZE STANDARD

of

THE
DUKE OF EDINBURGH'S
AWARD

Young Canadians Challenge



January 1, 1996

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Part 1 : Portfolio Sample

CHAPTER

Introduction – This is Me 1

Academic/Technical Skills 2

Personal Management Skills 3

Teamwork Skills 4

Applying My Skills – Project Work 5

Employability Skills

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ACADEMIC/TECHNICAL SKILLS

Your *academic skills* reflect your ability to communicate, think and learn. Certificates, evaluations, duration of experiences, and performance appraisals show your competency, interest and potential abilities. Because you will be working in a technological world, a record of your *technical skills* will demonstrate your ability to use and learn technology.

- ☐ Current report card, school transcript, diploma/certificate
- ☐ Career and technology (CTS) courses
- ☐ Honour/merit awards
- ☐ Achievement test scores
- ☐ Performance appraisals: e.g., school, work, other
- ☐ Scholarships
- ☐ Other languages spoken or studied
- ☐ Fine Arts: e.g., drama, art, music presentations
- ☐ Certifications: first aid, CPR, driver's licence, WHMIS training, coaching certifications, swimming, baby-sitting, modelling, auto-propane transfer, etc.
- ☐ Other training courses: e.g., militia/cadet, junior achievement, leadership seminars
- ☐ Computer skills: e.g., Internet knowledge, typing speed, spreadsheet or database project evaluation or summary
- ☐ Letters of recommendation from teachers, counsellors or employers
- ☐ Writing sample: e.g., report, essay, poem, research or position paper
- ☐ Speech or presentation: e.g., audio or videotape, photographs
- ☐ Art portfolio
- ☐ Specific skills acquired through a club or organization
- ☐ Specific skills acquired through a job or volunteer work

If you include actual work samples, include a short summary of what you did, how it was done and what technical skills were demonstrated.

Consider other academic/technical skills as these are simply suggestions

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Sample Report Card

Student Name
Ken Hoffman
Sex Grade Program Homeroom
M 12
Student Id 049321 Provincial Id 780701843

Elk Island Public Schools

Year 95-96 School
Ardrossan Junior-Senior
53129 Range Road 222
Ardrossan, AB
T8E 2H8 Phone (403)922-2228

School	Course/Section Teacher	Marking Periods NOV	FEB	APR	SCH	EXAM	FIN	Credits	Absences Abs.	Late	Lessons Chg	Cr.	Comments
AJH	Music 25 2427/AJH1 Boyer	85	88	90							92	88	EFFORT IS COMMENDABLE A PLEASURE TO HAVE IN CLASS
AJH	English 30 3100/18 Shields	85			84	83	84	5	2		85	84	
AJH	Social Studies 30 3150/11 Borton	77			84	80	82	5	3	1	84	87	
AJH	Mathematics 30 3200/16 Hurd	62			69	81	75	5	1	1	69	65	
AJH	Personal Psychology 20 2171/31D1 Cable			78							65	65	PARTICIPATES WELL IN CLASS ACTIVITIES
AJH	Drama 20 2410/33 Enns			72					1	1	72	67	MAKING STEADY PROGRESS ENTHUSIASTIC AND COOPERATIVE
AJH	Chemistry 30 3240/36 Pretzlaff			74							69	69	MAKING STEADY PROGRESS
AJH	German 30 3315/38 Muhs			74					1		75	75	HAS GOOD ORAL PRESENTATION SKILLS WORKS WELL IN GROUP SITUATIONS
	Averages/Totals	77.3	88.0	77.6	79.0	81.3	80.3	15	7	3			

Total Cumulative Credits 102

Legend for Student Learning Standards

Achieved standard of excellence	80-100%
Achieved acceptable standard	50-79%
Has not achieved acceptable standard	0-49%

Nina Hoffman
Mrs. N. Hoffman
22252 Hwy. 16E
Ardrossan
T8E 2L4

ATTENDANCE HAS BEEN CUMULATED TO APRIL 17.
(TOTAL CLASSES ABSENT/ NOT DAYS.

PLEASE REPORT ANY DISCREPANCIES TO THE OFFICE IMMEDIATELY 922 2228.

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Sample Record of Achievement

BEV FACEY COMPOSITE HIGH SCHOOL

STUDENT CAREER PROFILE

NAME:

E K

Garnet Crescent

Sherwood Park T8A2S1

Lives with:*B* ( )467-
, Paul W ( )467-
, Darlene M ( )464-

12/
252 BFH
Prov Id : 0110870
Bdate : 15-JAN-78
Med Alert: F Sex: F
EXT:
EXT:8412
EXT:

TRANSFER IN: _____ **TRANSFER OUT:** _____

GRADE 12 (RETURNING):			
CRS.	TITLE	CR.	FM

MARKS:

GRADE 10:

R:10 93/94
32252 E , K
ROGRAM: HOMEROOM:
R: 36 CUM CR: 36 AVG:66.11

RS	TITLE	CR	SCH	DIP	FIN
100	ENG 10	5			69
150	SOCST 10	5			65
216	MATH 13	5			63
200	MATH 10	0			46
527	C PR 10	3			70
443	PE 10	3			80
410	DRAMA 10	5			65
315	GER 10	5			77
270	SCI 10	5			60

GRADE 11:

GR:11 94/95
832252 E , K
PROGRAM: HOMEROOM:
CR: 40 CUM CR: 76 AVG:72.40

CRS	TITLE	CR	SCH	DIP	FIN
4553	LEGAL 1A	0			
2270	SCI 20	5			71
2315	GER 20	5			77
2150	SOCST 20	5			72
2410	DRAMA 20	5			68
4554	LEGAL 1B	4			74
1200	MATH 10	5			67
2100	ENG 20	5			65
2416	CALM 20	3			80
5613	INPR 2A	3			74

GRADE 12:

GR:12 95/96
832252 E , K
PROGRAM: HOMEROOM:
CR: 36 CUM CR:112 AVG:74.75

CRS	TITLE	CR	SCH	DIP	FIN
6613	INPR 3A	3			85
6553	LEGAL 3A	3			93
3270	SCI 30	5	64	63	64
3150	SOCST 30	5	67	55	61
3216	MATH 33	5	68	86	77
3410	DRAMA 30	5			70
3100	ENG 30	5	69	70	70
2216	MATH 23	5			78

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Sample Diploma

Alberta High School Diploma

is awarded to

who has fulfilled the requirements prescribed by Alberta Education for graduation from high school in the Province of Alberta, Canada

Number

Minister of Education

Director, Information Services

Alberta EDUCATION

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Sample Scholarship Award

Alexander Rutherford Scholarship

For High School Achievement

Presented to

Ken M. Hoffman

in recognition of exceptional academic achievement

Premier

Minister of Advanced Education and Career Development

Alberta Heritage Scholarship Fund

Alberta
STUDENTS FINANCE BOARD

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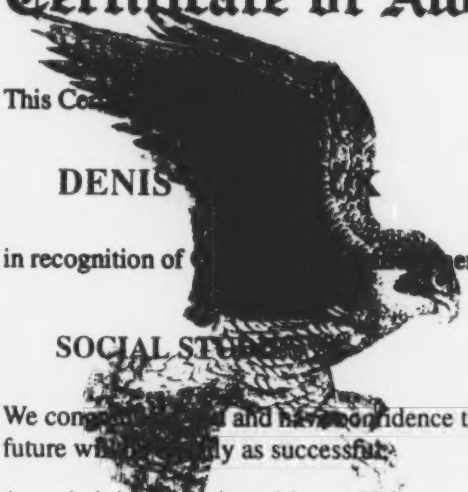
Sample Certificate

BEV FACEY

Certificate of Award



This Co

DENIS

in recognition of ent in

SOCIAL STU

We con and have confidence that your future wi ly as successful.

Awarded this 11th day of June 1996

Teacher: M. Quay

Principal:

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Technical Skills

Name: _____

WELDING
Student Evaluation Report

Start Date: ☐
Finish Date: ☐

ELECTRODES

- E6010 ☐
- E6011 ☐
- E6013 ☐
- E7014 ☐
- E7018 ☐
- G.M.A.W. ☐
- Flux core ☐
- G.T.A.W. ☐
- Aluminum ☐

BASE METAL

- M.S. Plate ☐
- Steel Pipe ☐
- Steel Tubing ☐
- Stainless Steel ☐
- Cast Iron ☐
- Brass ☐
- Copper ☐
- Aluminum ☐

	Above Average	Average	Below Average	Unsatis-factory
Quantity of work done				
Quality of work done				
Knowledge of job				
Ability to learn job				
Dependability				
Safety habits				
Care of equipment				
Job attitude				

ACCURACY TO WHICH STUDENT CAN WORK

- 1/64 inch ☐
- 1/32 inch ☐
- 1/16 inch ☐
- 1/8 inch ☐
- 1/4 inch ☐

TYPES OF WELDS - POSITION OF WELDING

	Flat	Hori.	Vert.	O-H	
Fillet					
Groove					
Pipe					
Tubing					

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WELDING
SHOP EQUIPMENT USED

- Arc Welder ☐
- Oxy-fuel Welder ☐
- Oxy-Fuel Cutting ☐
- Oxy-fuel Brazing ☐
- Pedestal Grinder ☐
- Pedestal Wire Brush ☐
- Hand Grinder ☐
- Iron Worker ☐
- G.M.A.W. Welder ☐
- G.T.A.W. Welder ☐
- Plasma Arc Cutting ☐
- Band Saw ☐
- Hand Tools ☐
- Radio Graph Cutting ☐
- Hossfield Bender ☐
- Drill Press ☐
- Forge ☐
- Hydraulic Pipe Bender ☐
- Pipe Beveller ☐
- Squaring Shear ☐
- Sheet Metal Brake ☐
- Sheet Metal Roller ☐

OXY-FUEL WELDING

- M.S. Welding ☐
- Pipe Welding ☐
- Sheet metal ☐
- Cast Iron ☐
- Soldering ☐
- Brazing ☐
- Silver Solder ☐
- Cutting ☐

ELECTRIC WELDING

- M.S. Welding ☐
- Structural ☐
- Pipe Welding ☐

G.M.A.W.

- Steel ☐
- Aluminum ☐
- Pipe ☐

G.T.A.W.

- Steel ☐
- Aluminum ☐
- Pipe ☐

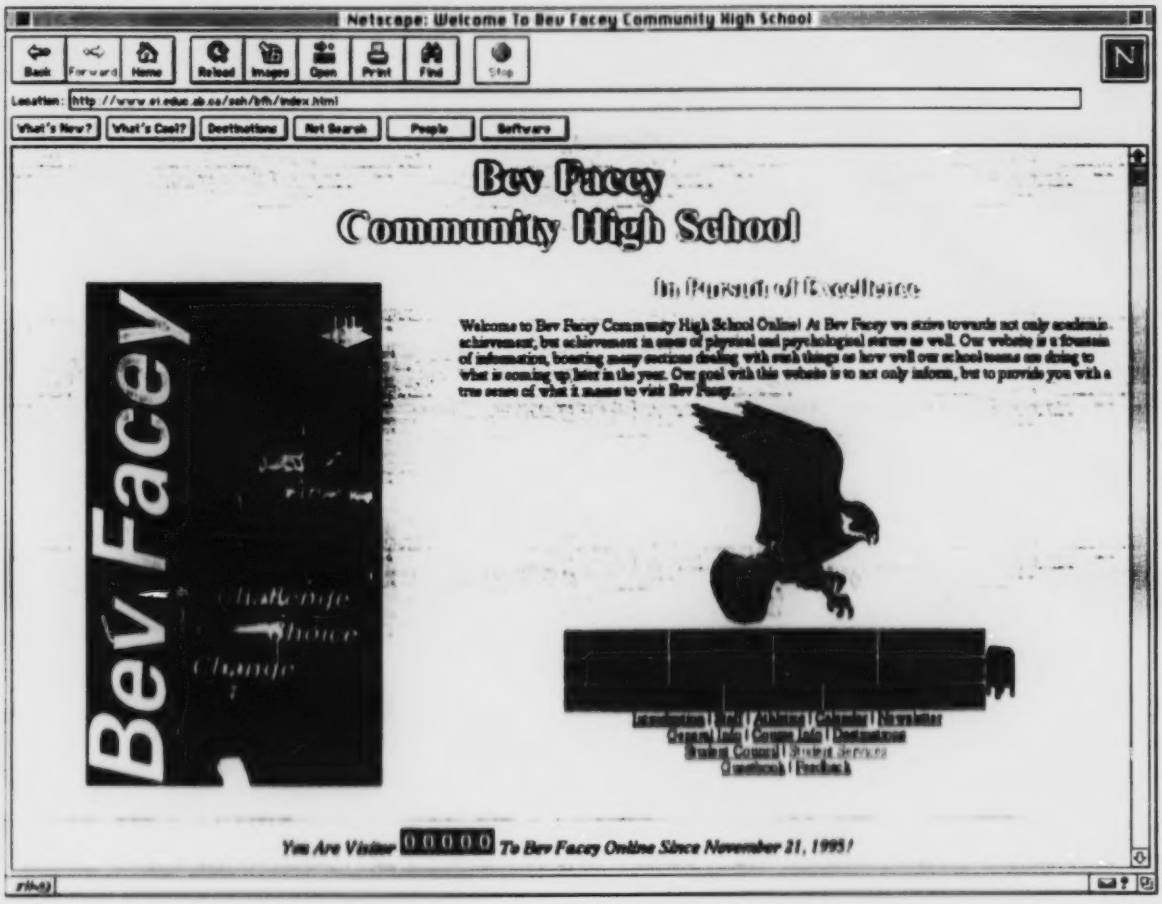
This record card certifies that _____ whose signature is below has completed a course in welding at Bev Facey Community High School and has fulfilled all the procedures as outlined above.

Student Signature: _____

Teacher Signature: _____

Date: _____

Computer Skills


Netscape: Welcome To Bev Facey Community High School
Bev Facey
Community High School
Bev Facey
You Are Visitor 00000 To Bev Facey Online Since November 21, 1995!

Information Processing 3C

Responsible for managing Bev Facy Web Page
as Special Project since
September 1996

- HTML programming
- File management and organization
- Use of scanned image
- Knowledge of different graphic formats
- Basic layout and visual design
- Use of File Transfer Protocol (FTP)
- Competence in various productivity applications

- Taking directions
- Listening
- Accepting responsibility
- Working independently

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Sample Certificates

RLSSC LEADERSHIP
FORMATION DES CADRES SRSC
NATIONAL LIFEGUARD
SAUVETEUR NATIONAL
POOL
TINA HENDRICKSON
ALBERTA/NORTHWEST TERRITORIES
expires MAR/97
CERTIFICATION DATE
DATE DE CERTIFICATION
[redacted]
CANADA
[redacted]
THE ROYAL LIFE SAVING SOCIETY CANADA
LA SOCIÉTÉ ROYALE DE SAUVETAGE CANADA

RLSSC LIFE SAVER
SAUVETAGE SRSC
AQUATIC EMERGENCY CARE
SOINS D'URGENCE AQUATIQUE
Tina HENDRICKSON
ALBERTA/NORTHWEST TERRITORIES expires NOV 98
CERTIFICATION DATE
DATE DE CERTIFICATION
[redacted]
CANADA
[redacted]
THE ROYAL LIFE SAVING SOCIETY CANADA
LA SOCIÉTÉ ROYALE DE SAUVETAGE CANADA

RLSSC LEADERSHIP
FORMATION DES CADRES SRSC
RLSSC INSTRUCTOR
MONITEUR SRSC
Tina HENDRICKSON
ALBERTA/NORTHWEST TERRITORIES expires NOV 97
CERTIFICATION DATE
DATE DE CERTIFICATION
[redacted]
CANADA
[redacted]
THE ROYAL LIFE SAVING SOCIETY CANADA
LA SOCIÉTÉ ROYALE DE SAUVETAGE CANADA

RLSSC LIFE SAVER
SAUVETAGE SRSC
BRONZE CROSS
CROIX DE BRONZE
TINA HENDRICKSON
ALBERTA/NORTHWEST TERRITORIES
JUNE 26/94
CERTIFICATION DATE
DATE DE CERTIFICATION
[redacted]
CANADA
[redacted]
THE ROYAL LIFE SAVING SOCIETY CANADA
LA SOCIÉTÉ ROYALE DE SAUVETAGE CANADA

RLSSC LIFE SAVER
SAUVETAGE SRSC
SENIOR RESUSCITATION
RANIMATION SENIOR
Tina HENDRICKSON
ALBERTA/NORTHWEST TERRITORIES 1994/03/20
CERTIFICATION DATE
DATE DE CERTIFICATION
[redacted]
CANADA
[redacted]
THE ROYAL LIFE SAVING SOCIETY CANADA
LA SOCIÉTÉ ROYALE DE SAUVETAGE CANADA

RLSSC LIFE SAVER
SAUVETAGE SRSC
BRONZE MEDALLION
MEDAILLE DE BRONZE
Tina HENDRICKSON
ALBERTA/NORTHWEST TERRITORIES 1994/03/20
CERTIFICATION DATE
DATE DE CERTIFICATION
[redacted]
CANADA
[redacted]
THE ROYAL LIFE SAVING SOCIETY CANADA
LA SOCIÉTÉ ROYALE DE SAUVETAGE CANADA

Canadian Red Cross

TINA HENDRICKSON
is certified as a
WATER SAFETY INSTRUCTOR

Zone: WESTERN Expiry: Dec. 31/98

U of A
EDMONTON AB
Identification

Secretary General

HEART AND STROKE FOUNDATION

HEART AND STROKE FOUNDATION OF CANADA

[redacted] has completed the Heart and [redacted] Canada course and passed the [redacted] in Cardio-Pulmonary Resuscitation

BASIC RESCUE

Date of issue Oct/96 Level C

Instructor [redacted]

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Sewing Skills/Construction Skills

- Machine applique
- Straight stitch
- Pressing
- Fabric choice appropriate for project
- Use of fusible web
- Stretching and putting quilt on frame
- Tying the quilt layers together
- Hand stitching quilt edging

This particular quilt also involved recycling fabric scraps.

INTERPERSONAL SKILLS

All students work together to do the tying while on the frame, provide suggestions of fabrics and colours and help evaluate projects.

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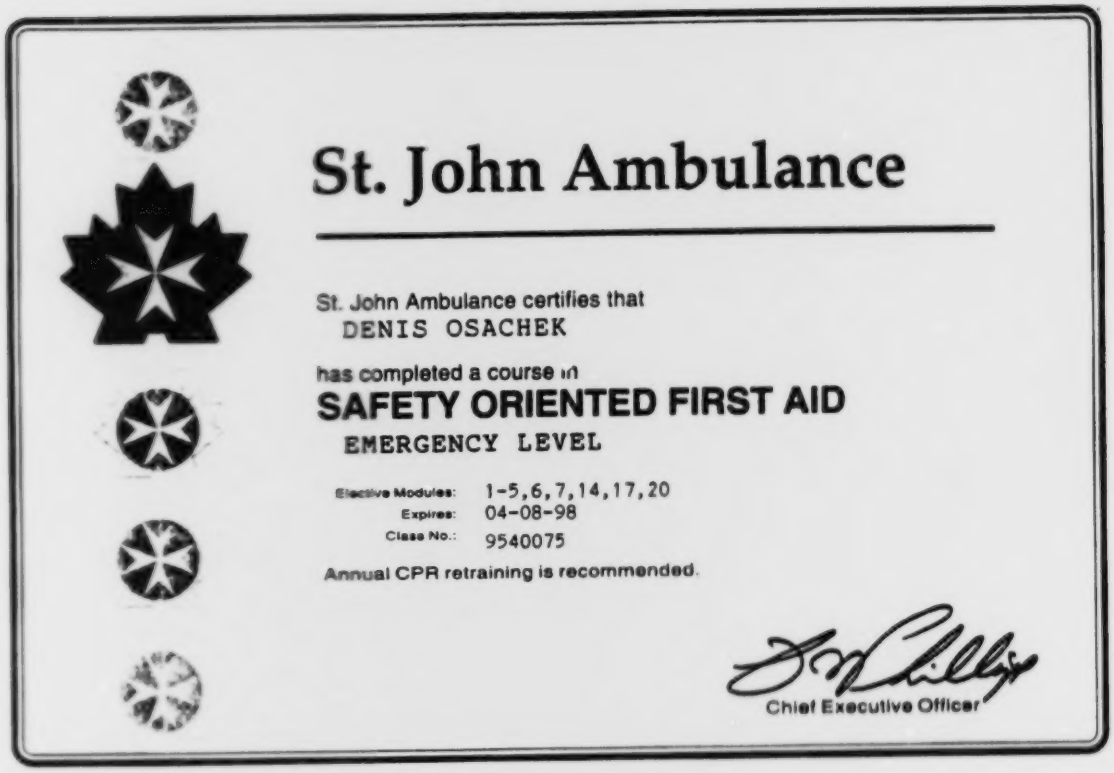
Sample Certificate



St. John Ambulance

St. John Ambulance certifies that
DENIS OSACHEK

has completed a course in
SAFETY ORIENTED FIRST AID
EMERGENCY LEVEL

Elective Modules: 1-5,6,7,14,17,20
Expires: 04-08-98
Class No.: 9540075

Annual CPR retraining is recommended.

Chief Executive Officer

Sample Certificate

This is to certify that

Ken Hoffman

has attended and successfully completed the

Alberta Conservation and Hunter Education Program

Basic Course

DATE June 21 1991

Mr. P.A. Harris
INSTRUCTOR

CHIEF HUNTER EDUCATION OFFICER

ALBERTA CONSERVATION AND HUNTER EDUCATION PROGRAM

Alberta
FORESTRY, LANDS AND WILDLIFE
Fish and Wildlife Division

Sample Certificate

Ocean Spirit

CAIRNS · AUSTRALIA

THIS IS TO CERTIFY THAT

KEN HOFFMAN

Has successfully completed an introductory/resort dive course and achieved a maximum depth of 3½ metres for a duration of 30 minutes in accordance with the regulations and standards as set down by the PADI International Diving Organisation given this 10TH day of AUGUST 19 93 under the instruction of IAN HART

Registered PADI Number 100837

OCEAN SPIRIT

Part 1 : Portfolio Sample

CHAPTER

Introduction – This is Me 1

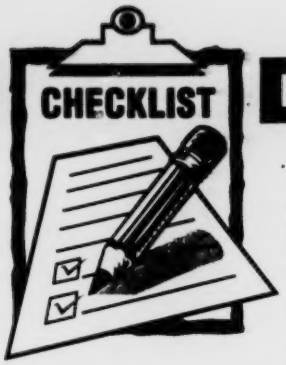
Employability Skills

Academic/Technical Skills 2

Personal Management Skills 3

Teamwork Skills 4

Applying My Skills – Project Work 5



PERSONAL MANAGEMENT SKILLS

Personal Management skills represent your own combination of attitudes and behaviours that demonstrate responsibility and adaptability.

Identify examples of your effort and involvement that portray commitment, ability to establish personal goals, and to prioritize and manage your time.

Adaptability includes respect and acceptance of others and their ideas; being creative and open to change.

- ☐ Letters of reference from present or past employers, teachers, coaches, supervisors
- ☐ Performance appraisals/evaluations from work or school
- ☐ Memberships in clubs or organizations; e.g., sports, music, drama, dance, scouts/guides, cadets, community/church groups
- ☐ Volunteer work
- ☐ Perfect attendance letters from school, work, clubs
- ☐ Hobbies/interests
- ☐ Recognition awards; e.g., Student of the Week/Employee of the Month
- ☐ Leadership skills; e.g., student council executive, sports team captain, 4-H club, leaders-in-training
- ☐ Ability to maintain a student agenda/weekly daytimer calendar
- ☐ Description of activities where you have demonstrated responsible behaviour; e.g., baby-sitting/child care, handled money, operated valuable equipment, etc.
- ☐ Participation award/certificate
- ☐ Career Planning:
  - Employment goal/career goal (if identified)
  - Occupational research; e.g., job shadowing, career fairs, etc.
  - Educational research; e.g., high school and post-secondary open house, post -secondary "student for a day" visits, post-secondary information evenings/seminars
  - Part-time/volunteer work

Consider other personal management skills as these are simply suggestions

Sample Letter from Work Site

Royal Canadian Mounted Police / Gendarmerie royale du Canada

911 Bison Way
Sherwood Park Alberta
T8H 1S9

Security Classification/Designation
Classification/désignation sécuritaire

Protected A

Your File Votre référence

The Principal
Bev Facey High School
99 Colwill Blvd
Sherwood Park Alberta
T8A 4V5

Our File Notre référence

2540 - 5 - 1

6th November, 1996

Sir:

Re: Work Experience Program of Sheila HUTZKAL

Sheila came to our work site for a period of 25 hours. During this time I found her to be friendly, very interested in her tasks and showed good initiative in finding other tasks when her work was complete. She had the opportunity to work with a University of Alberta Student who is completing her practicum and these are some of the comments that this lady said about Sheila. She articulates well both in person and on the phone. She was a quick learner who checked her work and was able to perform her tasks with accuracy. She always appeared interested in her duties and was not afraid to seek assistance when the need arose.

I feel the above paragraph describes Sheila and how well she has performed at this office. We were very proud to have her, albeit for a short time in our organization and have encouraged her to apply for a position with us through the summer months in 1997. She is a credit to herself, your school and the community.

Sheila is aware of this document and has a copy.

D.C. COHN, Cpl.
CP/ VS Coordinator
Sherwood Park R.C.M.P.

cc: Mr GULLELKSON

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Leadership Skills

As a senior student with almost 1000 hours of training and experience in commercial cooking classes, I have been given much responsibility to help new students in the course become familiar with:

- recipes
- equipment
- safety
- sanitization

in areas such as short-order, baking, soups, vegetables, salads, sandwiches, grill and customer service.

This experience has helped me develop good teamwork and communication skills for working in the food industry.

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Personal Skills

- Polite and cheerful while serving up to 700 students and staff customers daily during the lunch rush
- Patient, helpful and cooperative with student co-workers in preparing food
- Dependable and committed to volunteering at numerous banquets catered each month
- Organized when handling numerous short-order requests at once
- Accurate and pay attention to detail; e.g., follow recipes, measure ingredients and take inventory
- Work safely with knives, fryers, ovens, mixers, etc.
- Demonstrate and understand the need for cleanliness, sanitization and maintaining a clean work area for proper food storage and service
- Willing to learn and proud of my work in achieving a 90% average in this program.

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Customer Service Skills

Customer Relations Training and Experience: (current mark 78%) 1994–96

- Learned to politely and accurately receive appointment bookings over the telephone or at front counter.
- Demonstrated the ability to cheerfully and respectfully greet customers upon arrival
- Listened carefully to customer requests for service and made any suggestions tactfully
- Led when necessary and participated pleasantly in general conversation .
- Sought assistance from salon supervisors discreetly, if help with the customer was required
- Handled payment accurately and courteously.

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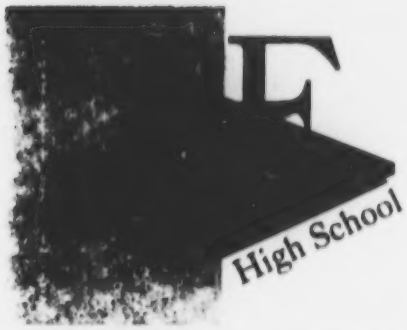

James B. Sawchuk
PRINCIPAL

Robert G. Lougheed
ASSISTANT PRINCIPAL

Joan L. Souster
ASSISTANT PRINCIPAL

February 27, 1997

Registrar's Office
Admissions and Registrations
Grant MacEwan Community College

Dear Sir/Madam:

It is with pleasure that I write this letter of recommendation for Amanda Wright in application to the Teacher Assistant Program at Grant MacEwan Community College.

Amanda has recently completed a Career Transitions (CTS) course (90%) and is currently volunteering at two schools with teacher aide/interpreters.

She is assisting Betty Green who is an interpreter with a Grade 8 deaf student at Haythorne Junior High School in Sherwood Park and with Lucinda Brown, an interpreter with a Grade 1 student at Beau Meadows Elementary School in Beaumont.

Amanda has excellent interpersonal skills for working with and assisting children. She has thoroughly researched her career plans as a teacher aide/interpreter and is currently enrolled in American Sign Language (ASL) training.

As a teacher, familiar with special needs students and the support they require, I am confident Amanda would be an excellent candidate for your program and an asset to any classroom or school.

Sincerely

Dale Gullekson
Career Development Coordinator

DAG:bw

BEV FACEY
Community High School
99 Colwill Boulevard
Sherwood Park, Alberta
T8A 4V5

Phone (403) 467-0044
Fax (403) 467-3467

Home Page
http://www.ei.educ.ab.ca/sch/bfh/index.html

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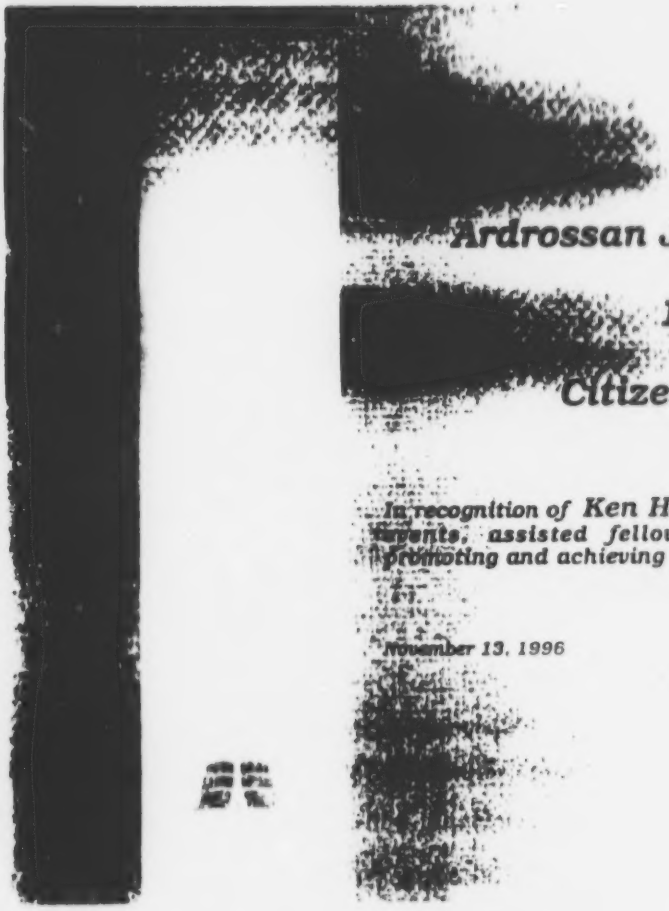

Ardrossan Jr.-Sr. High School

1995-96

Citizenship Award

In recognition of **Ken Hoffman** *who has supported school events, assisted fellow students, and contributed to promoting and achieving a better school life for all of us.*

November 13, 1996

Principal

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Sample Reference

James B. Sawchuk
PRINCIPAL

Robert G. Lougheed
ASSISTANT PRINCIPAL

Joan L. Souster
ASSISTANT PRINCIPAL

Student Services Department
November 26, 1996

The Registrar
Grant MacEwan Community College
Edmonton, AB

TO WHOM IT MAY CONCERN

Re: Application by Jasmin Hashimi to the Teacher Assistant Program at Grant MacEwan Community College.

Please be advised that Jasmin has completed the following courses and credits in preparation for a successful application to the college. The marks listed below represent mid-term marks unless otherwise identified.

CALM 20	70% (Final)
Child and Health Care 26	65% (Final)
Work Experience 15 (Elementary school placement)	92% (Final)
English 23	61%

In addition to these courses, Jasmin will be taking the following courses in the second semester of this year:

English 33
Child and Health Care 36

Since Jasmin is currently a student, she has been advised to enclose this letter and/or a copy of her most recent report card as part of the application process. She has also made arrangements for Alberta Education to send an official transcript both at the end of the first semester and again at the end of June.

Jasmin will graduate this June with a high school Certificate of Achievement indicating her successful completion of the Integrated Occupational Program at Bev Facey. In addition to her completion of this program, she is successfully challenging the high school diploma level English courses at this time, and continues to work as a volunteer teacher aide and support person at an elementary school in her home town. She is very directed and focussed on her career goal to work at the elementary levels with children in a classroom setting.

If you require additional information about Jasmin or her program, please do not hesitate to contact me at 467-0044, Extension 313.

Yours truly

William Gordon, Counsellor

BEV FACEY
Community High School
99 Colwill Boulevard
Sherwood Park, Alberta
T8A 4V5

Phone (403) 467-0044
Fax (403) 467-3467

Home Page
http://www.ei.educ.ab.ca/sch/bfh/index.html

Sample Certificate

Strathcona County Board of Education

Certifies

Letisha Hewlett

has successfully completed a course in Work Experience with

F. R. Haythorne Junior High School

Station

June 1995 Date

Supervisor

Coordinator

Principal

James B. Sawchuk
PRINCIPAL

Robert G. Lougheed
ASSISTANT PRINCIPAL

Joan L. Soutter
ASSISTANT PRINCIPAL

February 27, 1997

Mr. and Mrs. I.C. Yu
47 Ypsilanti Drive
Anytown, AB
T8A 2Y5

Dear Mr. and Mrs. Yu:

Amy is the recipient of a Bev Facey Incentive Award during the month of December, 1996. The Incentive Awards were designed to promote positive behaviour and activities of our students.

The awards are presented monthly during the school year as a way of recognizing students who have:

(a) made a significant contribution to the school community
or
(b) achieved above and beyond their normal level of achievement in any area
or
(c) helped out a fellow student or staff member.

I have enclosed a copy of the teacher comments for you to read. We are pleased to forward this information to you.

Sincerely

Mrs. P. Howes

BEV FACEY
Community High School
99 Colwill Boulevard
Sherwood Park, Alberta
T8A 4V5

Phone (403) 467-0044
Fax (403) 467-3467

Home Page
http://www.es.educ.ab.ca/sch/bfh/index.html

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Bev Facey Composite High School
WORK EXPERIENCE EVALUATION

Student: Mike Terry

Work Station: 630 CKRD / Power 92

	Met All Job Requirements	Met Most Job Requirements	Met Minimum Job Requirements	Did Not Meet Job Requirements	Check the appropriate column. Comments are encouraged.
WORK PERFORMANCE					
Accepts responsibility for his/her work.	✓				
Ability to learn new skills.	✓				
Asks questions when necessary.	✓				
Accuracy and quality of work.	✓				
Speed of performing duties.	✓				
Attentive to safe work practices.	✓				
Ability to follow verbal instructions.	✓				
Ability to follow written instructions.	✓				
WORK HABITS AND ATTITUDES					
Observes work hours and policies regarding absences and lates.	✓				
Demonstrates initiative and self-motivation.	✓				
Appears eager to learn and refine skills.	✓				

Ability to accept corrective feedback appropriately.	✓				
Utilized feedback to improve behavior and/or production.	✓				
Perseveres at all tasks without complaint.	✓				
Demonstrates knowledge of use and care of materials and equipment.	✓				
Appropriate dress and hygiene for the work site.	✓				

	Excellent	Satisfactory	Unsatisfactory	Comments are necessary where column 3 is checked.
INTERPERSONAL SKILLS				
Courteous and pleasant manner.	✓			
Approaches supervisor in a respectful and considerate manner.	✓			
Able to <u>work</u> co-operatively with co-workers.	✓			
Is accepted by co-workers on the job.	✓			
Communicates thoughts and ideas in a clear manner.	✓			
Telephone etiquette (applicable)		✓		
(not applicable)				

Comments:

1. Observed Strengths:

Mike has impressed us all with his quick grasp of both the technical and journalistic aspects of the job. He has been enthusiastic, hard working and we have come to count on him to get his tasks done. Mike is interested in all aspects of the business - To his credit - and has arranged to get a closeup look at the various departments. He has shown a lot of initiative - doesn't sit around, and get things done.

2. Suggestions for Improvement:

3. In your opinion as an employer is this student ready for employment?

Yes - for certain entry level jobs - Mike has the ability and desire to be employed. He's bright, quick, and motivated

Would you be willing to act as a reference for this student? (Yes) No

Name: C.R. Nichols

Position: News Director 630 CHED / Power 92

Company Address: 5204 - 84 ST.
EDMONTON ALTA.
T6E 5N8

Telephone Number: 469-6397

Signature

17 June 94
Date

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BEV FACEY COMMUNITY HIGH SCHOOL

STUDENT OF THE WEEK

Taryn Porter

Recognized for her caring nature.

Fran Malarsky

Fran Malarsky

James B. Sawchuk

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Part I : Portfolio Sample

CHAPTER

Introduction – This is Me 1

Academic/Technical Skills

Personal Management Skills

Teamwork Skills 4

Applying My Skills – Project Work

Employability Skills

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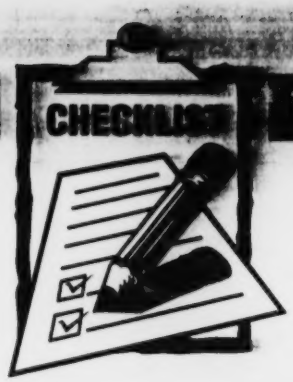


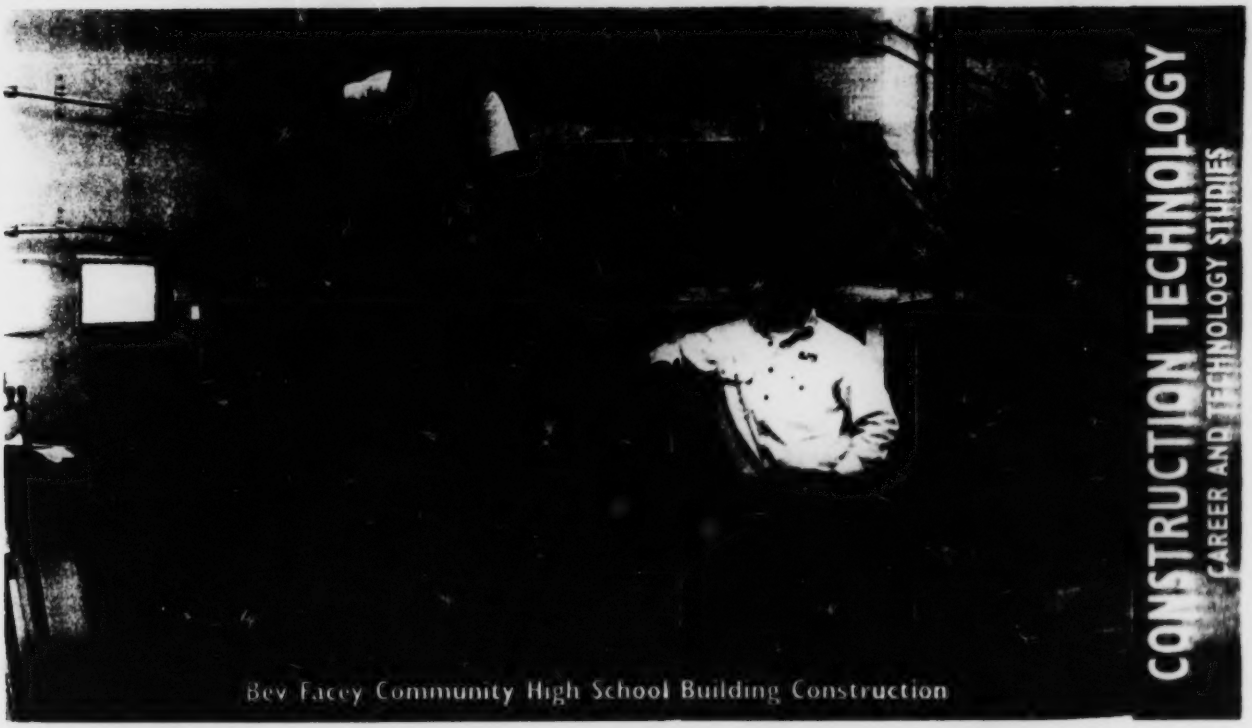
TEAMWORK SKILLS

Teamwork skills represent your ability to cooperate and work effectively with others in a group.

Include evidence where you have demonstrated leadership, followership, self-discipline and respect for the group.

- ☐ **Documentation of participation in a team sport, club, drama/musical production, band, choir, yearbook or graduation committee, student council, peer support, etc.**
- ☐ A description of a job/activity/project that required a teamwork skill
- ☐ **Certificates or merit awards indicating a teamwork skill**
- ☐ Team athletic/club achievements
- ☐ Documentation of a position in an organization or on a team
- ☐ Performance appraisal from work indicating excellent teamwork skills
- ☐ Letters of reference documenting teamwork skills
- ☐ Community volunteer work
- ☐ Student council/peer support projects
- ☐ Team/club pictures
- ☐ Hobbies and interests associated with a group
- ☐ Family responsibilities

Consider other teamwork skills as these are simply suggestions



Bev Facey Community High School Building Construction

Teamwork

Playhouse Project (November-December 1996)

- Shared and listened to others' ideas to design a floor plan and draft a blueprint of a 8 x 12 foot playhouse
- Agreed upon tasks to be completed by team members and accepted responsibility for the work to be done
- Worked cooperatively and independently as required to construct the floor, frame and sheathe walls and roof sections
- Recognized others' strengths and abilities to lead or follow depending on the current task or job
- Listened respectfully and discussed others' points of view
- Demonstrated "concern for quality" and pride in the work.

BEST COPY AVAILABLE

Sample Certificate

CADET CERTIFICATE OF QUALIFICATION

BREVET D'APTITUDE DE CADET

This is to certify that:
Nous certifions que le

POI Osachuk Denis

238 R.C.S.C.C. CAMPBELTOWN

having completed the required training has qualified as:

ayant terminé l'instruction requise, s'est qualifié en tant que

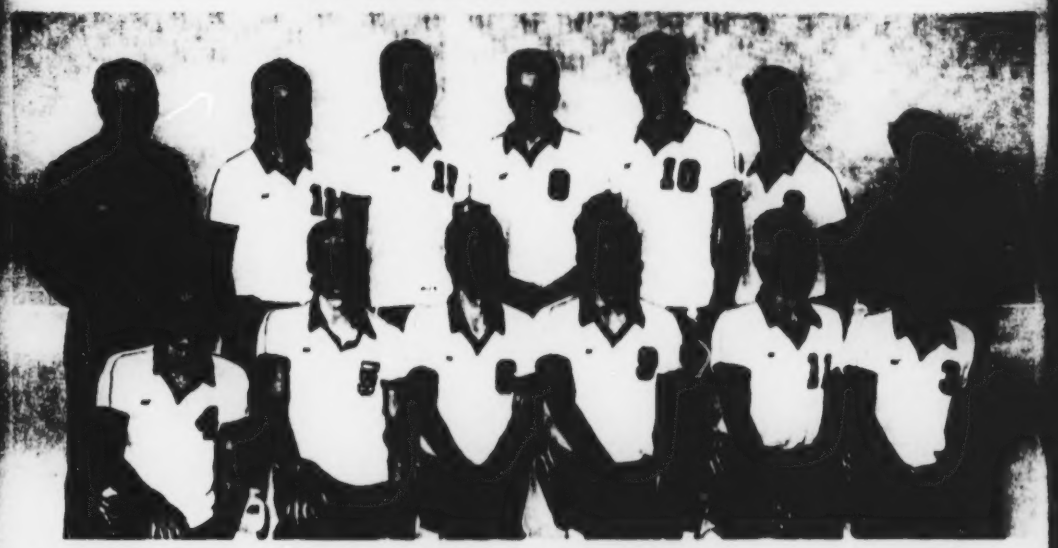
Chief Petty Officer Second Class

13 Nov 96
Date

LT(N) Cattoni N R
Commanding Officer / Commandant

Sample Team Achievement

'4A' BOYS' VOLLEYBALL
BEV FACEY, SHERWOOD PARK



Front Row L to R: Brad Gilewych, Kris Kent, Kyle Becker, Brad Ols, Mark Williamson, Glen Brooker.
Back Row L to R: Dale Gullekson (Coach), Chad Butler, Chan[illegible]atala, Jamie Thompson, James Verwey, Ryan McKinley, Dan O'Reilly (Coach).

With an opening of Red Serge and pipes at the host school, Bev Facey, the "4A" Boys' Provincial Volleyball tournament began. The competition was intense from the first serve to the final rally. After round robin action Western Canada and Bev Facey, Grande Prairie and Harry Ainlay were 1 - 2 in their respective pools. In the Bronze medal final Western defeated Ainlay in a very close three game match. Facey defeated a strong Grande Prairie team to capture the Gold. The sportsmanship demonstrated by coaches and athletes was exemplary and speaks well of the programs in our high schools.

ROBERT H. ROUTLEDGE TROPHY WINNERS

1967 - Victoria, Edmonton
1968 - Ross Sheppard, Edmonton
1969 - Jasper Place, Edmonton
1970 - Eric Rivers, Milk River
1971 - Medicine Hat High
1972 - Bonnie Doon, Edmonton
1973 - Bonnie Doon, Edmonton
1974 - Bonnie Doon, Edmonton
1975 - Bonnie Doon, Edmonton
1976 - M.E. Lazerte, Edmonton
1977 - McNally, Edmonton
1978 - St. Francis, Calgary
1979 - Bishop Carroll, Calgary
1980 - Harry Ainlay, Edmonton
1981 - Harry Ainlay, Edmonton
1982 - Bonnie Doon, Edmonton
1983 - Bishop Grandin, Calgary
1984 - Harry Ainlay, Edmonton
1985 - Sir Winston Churchill, Calgary
1986 - Harry Ainlay, Edmonton
1987 - Bishop Grandin, Calgary
1988 - Western Canada, Calgary
1989 - Bev Facey, Sherwood Park

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Part 1 : Portfolio Sample

CHAPTER

Introduction – This is Me 1

Academic/Technical Skills 2

Personal Management Skills 3

Teamwork Skills 4

Applying My Skills – Project Work 5

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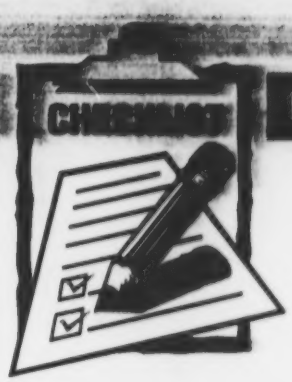

PROJECT WORK

Your portfolio is evidence of years of skill development through school, work and your involvement within your community. This section is meant to include the best examples of your ability to communicate, think, learn and work with others to achieve a common goal or product. Include samples or descriptions of your best work that demonstrate your applied skills in a project or work product.

You might provide photographs and description of:

- a product you produced at work
- a sports team (provincial championship in soccer)
- a motorcycle or car engine you helped rebuild
- a clothing article or outfit you designed and constructed
- a poster you designed
- your own vehicle that you patched, primed and repainted.

To demonstrate your computer skills, you might include an accounting spreadsheet you developed for the school store.

Provide an audio or videotape of a speech, music recital or solo performance in band or drama.

If you played a key role in the school newspaper or a drama production, you could include a newspaper article or a drama production program to demonstrate your communication skills.

The possibilities are endless.

The portfolio binder is not large enough to collect or carry examples of all your important work. Select the most appropriate ones to include and provide a list and description of other samples available.

Automotive Training

- 750 hours of classroom theory and shop experience including:
  - shop safety
  - vehicle maintenance schedules
  - brakes, suspension and steering systems
  - cooling systems
  - electrical system (lights only)
  - power train
  - tune-up (carburetion only to date) scope analysis fundamentals.

PROJECT WORK

- Measured and rebuilt a Chevy 350 c.i. engine:
  - demonstrated accuracy and attention to detail in measuring engine wear and the ability to follow procedures outlined in manuals and textbooks
  - utilized tools and equipment safely and efficiently in boring the block .030 in. larger, honing, polishing the crankshaft and rebuilding the heads
  - accurately refitted pistons, bearings and followed all torque specifications indicated in manuals and service bulletins.

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Sample Newspaper Clipping

CHAMBER CHOIR WIN

A20 The Sherwood Park News, Wednesday, May 15, 1996

Chamber Choir hit the right notes

by Terri Kemball

The Ardrossan Chamber Choir celebrates their win.

The Ardrossan Chamber Choir has struck a high note for the arts.

The 14-member choir travelled to Vancouver May 4 and 5 for the Great Northwest Music Festival.

To their surprise, they came home with a huge trophy after wooing the judges with their beautiful voices in the chamber madrigal competition.

The small choir, under the direction of Ardrossan high school teacher Monique Boyer-Wells, beat out eight other choirs from the U.S., B.C., Alberta and Ontario to capture first place.

The choir members, who range from Grade 8 to 12, were thrilled with their win.

"I think we had some doubts," said Petra Yaremkowych. "And then to win and get really high marks was great."

Pam Sitko admitted the choir was intimidated because it was such a small group compared to most of the others, which numbered 40 to 50.

The Ardrossan group, which isn't "noted for its live performances" saw everything fall into place for its most important singing session.

The choir members say they knew when they were singing they were hitting all the right notes for the judges.

Boyer-Wells, who has been coaching the group since September, says the Edmonton Choral Fest in March taught them their mistakes, which they corrected for the May concert.

The win is an important coup for the choir because it gives the arts a new profile in a school which they claim is more focused on sports.

The choir members believe their success has given the choral a new profile and credibility.

"There's a resurgence in the choral program," said Hoffman. "It was really strong a few years ago and it's come full cycle again."

Beth Whitford criticizes the lack of support for the arts in schools.

She believes participation in a field in which a student can unearth and exercise their talents can help them develop self-esteem.

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PEER SUPPORT
STUDENT OF THE WEEK PROJECT

Student of the Week Committee

ilities

- Meet weekly to compile "student of the week" ballots.
- Discuss candidates attributes and contributions to the school.
- Assign a volunteer to interview nominee and write an article.
- Photograph nominees for the award.
- Write announcements for the Daily Bulletin.
- Notify and arrange "Congratulation Letter" from the school administration to be sent home.
- Seek and encourage nominations from student population.
- Take turns leading student of the week committee meetings.
- Provide a committee report for regular peer support meetings.

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Part II : Implementation Handbook

Introduction

APPENDICES

Portfolio Initiatives in Alberta (A)

Information Package (B)

Promotion/Marketing Ideas (C)

Sample Letters (D)

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INTRODUCTION

I. The Issue

Young people will need a more extensive repertoire of skills and knowledge than ever before to navigate the system, make successful transitions from school to work and be successful in their lives. Being successful in such a complex and rapidly changing system will require far more than the traditional knowledge taught in the academic school subjects. [1]

There has been much research and literature dealing with the school-to-work transition for youth. Most educators and parents have witnessed a full spectrum of behaviours associated with the uncertainty and anxiety youth experience in their transition from high school. It remains the number one concern facing youth.

The transition from school represents more alternatives than simply "work." Although approximately 70 per cent of students anticipate a direct progression from high school to college or university, only an average of 30–35 per cent actually attend. Nearly 65 per cent of all students proceed immediately to work from school, however, less than 10 per cent actually plan that outcome. Some students combine work and training through continuing education and apprenticeship while others seek training on the job. Regardless of the transition outcome, students need to compete for the positions available in further education or employment by marketing their abilities and describing their acquired skills.

Marketing Personal and Technical Skills

Our students have acquired a wide range of skills through school, community, home and work.

School

- Communication skills:
  - reading, writing, speaking, presentations, debating, music, art, drama, etc.
- Academic knowledge:
  - mathematics, science studies, social studies, English, other languages, computers, etc.
- Leadership and organizational skills:
  - student council, peer support, SADD (Students Against Drinking and Driving), graduation committees, etc.
- Career and Technology Studies (CTS):
  - tourism, design studies, construction technology, information processing, fabrication, etc. (22 possible strands of technical work skills)

[1] From "Counselling Programs Focusing on Service Delivery," by Brian Hiebert, Spring 1996, *The Alberta Counsellor*, 22(1), p. 13

- Sports and recreation:
  - individual and team sports, intramurals, officiating, indoor and outdoor physical education, etc.

Community

- Involvement in organizations and clubs:
  - community sports, junior achievement, 4-H clubs, guides/scouts, church groups, boys and girls clubs, cadets/militia, swimming, dance, music lessons, etc.

Home

- Responsibilities for:
  - sibling child care, weekly chores, assisting parents with home-based businesses, learning appropriate behaviours, manners, morals, etc.

Work

- The majority of students seek and acquire employment within in their communities at some time in their high school careers. Numerous skills acquired are:
  - self-discipline, time management, cooperation, customer service and a variety of trained technical skills.

Skillful yet inexperienced, students have acquired and will continue to develop a variety of new skills. One of the most critical skills they lack is the ability to identify and communicate the skills they possess.

In the transition-from-school issue there are two widely accepted generalizations:

▶ **1. Employers are generally not aware of the knowledge and skills that constitute graduation from high school because of the wide range of:**

- abilities
- courses
- extra-curricular activities.

▶ **2. Students are generally not adept at communicating their knowledge and skills. They:**

- possess many skills, but cannot identify them
- do not know what employers want
- do not understand the relevancy of their skills.

II. The Need

The Conference Board of Canada has provided a profile of skills that industry, business and service feel are needed for the Canadian workforce. They include:

- academic skills
- personal management skills
- teamwork skills.

For the school-to-work transition to be smoother and more successful than it has been, education and business leaders must recognize that there is a critical need to work effectively together. The Alberta Chamber of Commerce Education Task Force Committee states in a paper submitted to the Council of Ministers for Education Canada, 1995 that:

> "Job and educational requirements within society are facing dynamic change. As never before, there is now a need for collaboration and cooperation in developing the educational and learning systems of the future." [2]

The same paper recommends and concludes:

> "Teachers and students need to be encouraged to spend more time and gain a greater understanding of the changing employment realities in the work place. Employers should make a greater commitment to supporting the educational system. It is their interest to do so. The concept of school-business councils should be explored as a means of improving the communication and understanding process." [3]

III. The Challenge

As representatives of the business community, Chambers of Commerce are in an excellent position in the community to bring business and education to the table to understand each others' needs and contributions.

Education leaders, who recognize the importance of preparing students effectively for their transition from school, need to initiate and support partnerships that help bridge the gap and bring education and work closer together.

The formation of an Education Committee can become an excellent forum to discuss local issues, prioritize needs and initiate projects that require local community support to be successful.

In communities where education and business have endeavoured to work together, communities have quickly realized that the most urgent concern for employers, educators, parents and students is the readiness of students for work and further training.

[2] From *School to Work Transition*, by Al Bleiken, May 1995, Alberta Chamber of Commerce, p. 5

[3] From *School to Work Transition*, by Al Bleiken, May 1995, Alberta Chamber of Commerce, p. 6

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IV. The Missing Link

Few employers ever ask for a student report card or record of marks during the application/ interview process, even though this important document reflects ability level, attendance, punctuality and includes comments about students' effort from teacher/supervisors.

Many post-secondary institutions rely entirely upon student marks in the application process, never considering attitude or related experience in an interview process.

If, within students' transitions from school:

- most employers and post-secondary admissions offices experience difficulty evaluating the critical skills needed from students

and

- most students do not know what skills to demonstrate and how to market the relevant skills they possess

then, how do we provide the "missing link" ?

V. The Portfolio Solution

The *Career Skills Portfolio* project will put a powerful communication tool in place among students, employers and educators where a large communication gap has currently existed.

The *Career Skills Portfolio* will help:

- students document relevant skills from school, community, home and work in an attractive, organized manner available for the competitive application to further training or work
- employers make the best possible human resource decisions based upon documented evidence of academic, personal management and teamwork skills during the application process
- those post-secondary and training institutions which do consider factors such as prior learning, attitude and interest select the most suitable applicants.

The *Career Skills Portfolio* needs to be:

√ visually attractive
√ well-organized
√ concise, incorporating specific examples
√ constantly updated, as skills develop and new skills are learned
√ self-directed and self-driven
√ unique and represent the individual.

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Advantages

In addition to the immediate value of possessing a portfolio, is the actual process of developing the portfolio itself. Learning to become conscious of one's skill development impacts career planning, goal setting and personal confidence for a lifetime of transitions that lie ahead.

Employers can effectively promote the development of employability skills in their communities by requesting evidence of the academic/technical, personal management and teamwork skills demonstrated in the *Career Skills Portfolio* in their hiring processes.

The most important outcome of all will be a collaboration between business and education . An Education Committee, whose purpose might be to spearhead a community portfolio project, is an excellent forum to discuss issues, prioritize needs and initiate projects like this, or others that require local community support to be successful.

Getting Started

Initiating a Portfolio Project

At no other time in history has there been more widespread concern over employment and education in our country. Yet surprisingly, other than parents, many people seem unconcerned or unaware that the transition from school for secondary students is a large issue.

The following excerpt, from School to Work Transition by the Alberta Chamber of Commerce, portrays some of the dynamic changes occurring in the work place that are creating anxiety.

Future Employment Trends

The future of employment is changing dramatically.

- It is estimated that up to 40 per cent of the work force will work out of their homes within the next decade. This will require new knowledge and skills for such employees.
- Large companies will continue to downsize. It is predicted that companies in the future will employ a core of highly skilled experts and will contract additional services on an as-required basis.
- The major growth in employment opportunities is and will continue to be in smaller companies. More and more people will become individual entrepreneurs and will work on a contract basis for larger companies.
- Formal education will no longer guarantee a desirable job. Continuous retraining and life-long education will be essential for continuing employment.
- The traditional job as we know it, will be greatly diminished. Employee empowerment and its resulting need for higher education and skill levels will become more prevalent. Management positions will continue to disappear as employees become their own managers.

As Canada moves from its dependency on the sale of its resource commodities to value-added production, additional skills and knowledge will have to be introduced within the educational system. The ability of Canadians to adapt to this new and rapidly changing work environment will determine the future quality of life in Canada for all citizens. [4]

As a student, imagine what this uncertainty might feel like when preparing to leave high school in search of meaningful work or training.

Statistically, the transition from school remains the number one educational concern for parents and youth. The work place will eventually inherit all youth, well-prepared or not.

[4] From *School To Work Transition*, the Alberta Chamber of Commerce Education Task Force, April 1995, p. 2.

The following chart indicates the percentage of Albertans who agree that high school graduates are prepared for the workplace or post-secondary education:

1995 Survey Group	Prepared for the Workplace	Prepared for Post-secondary Education
High school students	80%	87%
Parents (of ECS–Grade 12 students)	40%	65%
Public	40%	60%
Post-secondary instructors	35%	53%
Employers	35%	70%

Source: Environics West Survey, 1995

Recommendations and conclusions from the Alberta Chamber of Commerce:

Teachers and students need to be encouraged to spend more time and gain a greater understanding of the changing employment realities in the work place. Employers have much to gain from making a greater commitment to supporting the educational system. It is in their interest to do so. The concept of school-business councils can be explored as a means of improving the communication and understanding process. [3]

The purpose and value of having students develop skills portfolios will be readily endorsed by most students, parents, educators, employers and training institutions. However, the embracing of the skills portfolio concept creates an even more important opportunity. Where there has been criticism and isolation in past working relationships between business and education, this portfolio project requires the understanding and contributions of both sides to address the transition-from-school issue. The outcome warrants a win/win situation for all stakeholders of business and education when local commitment is present.

Parents are the key. We all know that parents are the most concerned group as their children approach the school-to-work transition. What is important to remember, therefore, is that most business people are parents too, and it is in this role that they can be mobilized to help other people's children. As concerned parents, a committee of education and business representatives can effectively adopt and/or redesign the Career Skills Portfolio sample to meet the needs of their community.

The Conference Board of Canada, Alberta Chamber of Commerce, Alberta Education and Alberta Advanced Education encourage the formation of education committees to collaborate on such issues as employability.

The Career Skills Portfolio is based upon an example of one such partnership where an education committee was formed within the Sherwood Park and District Chamber of Commerce and five local high schools representing approximately 4,200 students. The committee representatives reviewed many excellent portfolio samples, but chose to create one that met the objectives and needs of their community. A

[3] From *School To Work Transition*, the Alberta Chamber of Commerce Education Task Force, April 1995, p. 6

unique skills portfolio binder evolved from a process of collaboration that was supported to the extent that all development and production costs were sponsored by 30 members of the business and education community.

It was this process of collaboration in designing the portfolio that created the local support to fully finance and implement it into the schools and local business. As employers of youth begin to request the skills portfolio in their hiring process, they will be reinforcing the many common skills sought by educators and employers.

Other communities have developed partnerships that have created unique and equally effective portfolios and in each case the process of developing a working relationship between education and business benefited both the community and the final product. (See Appendix A for descriptions of selected portfolio initiatives in Alberta).

Building a Base of Support

- Establishing a committee
- Identifying local issues
- Designing the portfolio content
- Implementing a strategy

Alberta Education asks that school systems, with Alberta Education assistance, develop employability skills portfolios and encourage and assist all students to maintain such portfolios, beginning in junior high school, at the latest. [6]

If an education committee does not already exist in your community, then identify and approach the key participants who would benefit from undertaking a skills portfolio project.

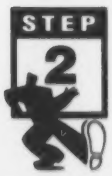
These participants may include:

- Schools:
  - students' council
  - school administration
  - school counsellors
  - teachers (especially Career and Technology Studies and Career and Life Management)
- Board of trustees
- Jurisdiction administration
- Parents:
  - school advisory councils
- Business community:
  - local chamber of commerce
  - Rotary Club, Lions, Kinsmen, Kiwanis, other service clubs
  - city or town council
  - Junior Achievement
  - Hire-a-Student
  - Canada Employment Centre, etc.
  - any current or potential business/industry/school partnerships.

[6] From *Framework for Enhancing Business Involvement in Education*, Alberta Education, May 1996, p. 16

It is often easier to start a committee of volunteers when there is a specific purpose or project in mind. The Career Skills Portfolio sample illustrates the potential value of this community project. Any interested individual or group can initiate a portfolio project by networking with the other identified key people in the community.

1 Building a base of support



Establishing A Committee

1 Identifying local issues
2 Designing the portfolio content
3 Implementing a strategy

- Establish a meeting space.
- Continue networking to acquire representation from as many stakeholder groups as possible. Representation should also include post-secondary and continuing education representatives as well as industrial associations and business representatives.
- Advertise a meeting date through these organizations and community news sources to attract other interested participants.
- At the meeting, make use of the overhead blackline masters included as an information package in Appendix B to present the Career Skills Portfolio project concept.
- If there appears to be sufficient support to proceed with the project, propose the formation of a business/education partnership or committee to the group.
- Depending upon how formally or informally the group wishes to conduct its meetings, consider the following suggestions:
  - nominate a chairperson or consider co-chair positions with one representing business, and the other education
  - identify a secretary/treasurer to provide agendas and keep minutes of meetings
  - establish a membership list with contact members (telephone and fax numbers)
  - establish the identity of the partnership through the process of creating a mission statement. (An example of a mission statement is included on the sample brochure in Appendix C1).
- Establish a clear purpose for developing a portfolio in the community.

1 Building a base of support
2 Establishing a committee

Identifying Local Issues

1 Designing the portfolio content
2 Implementing a strategy

It is important to get the school-to-work transition issues from business, education, parents and students on the discussion table early in the process, so that common needs and concerns can be identified and prioritized, for example:

- Community Employment issues:
  - who hires directly from school?

- which local employers hire graduates of degree/diploma/certificate programs?
- what are the best local employment prospects for youth?

- Employer issues:
  - employer concerns about student readiness for employment
  - employability factors sought by employers of youth
  - standard hiring practises and policies

- Post-secondary issues:
  - admission qualifications and ratios
  - career investigations

- School issues:
  - percentage of students employed in the community
  - average hours per week of employment
  - are schools used for references?

- Parent issues:
  - employment opportunities for graduates
  - are students well-prepared for the transition from school?

1. Building a base of support
2. Establishing a committee
3. Identifying local issues

Review the Conference Board of Canada Employability Skills Profile to ensure all participants are familiar with this document. Both business and education representatives will be able to provide some background and interpretation of the profile.

Designing The Portfolio Content

4. Implementing a strategy

- Create a portfolio format that suits the needs identified by the committee. (See Employability Skills Profile in Appendix C2).

- Brainstorm examples of skills that students demonstrate at school, home, work and within community organizations.

- Identify examples of skills documentation that currently exist and those which need to be developed for students to exhibit in their portfolios.

- Create the process in your community to help students identify, collect and organize their skills in a visually attractive portfolio.

- Connect the portfolio contents with the school system's current career planning strategies and activities; e.g., job shadowing, career fairs, student career profiles, etc.

- A template of the Career Skills Portfolio format is provided on the Alberta Education Home page < http://ednet.edc.gov.ab.ca> and a compact disc is provided with this resource as a starting point for any adjustments or changes the committee recommends.

- Design a skills portfolio sample suitable to your community needs and reproduce sufficient sample copies to initially promote the project.

1. Building a base of support
2. Establishing a committee
3. Identifying local issues
4. Designing the portfolio content

Obtain copies of the Workability Skills Handbook free of charge in Alberta, from the Learning Resources Distribution Centre (LRDC). Telephone: (403) 427–5775 or Fax: (403) 422–9750. (See Appendix C3 for a description of the Workability Skills Handbook and how it can be used with the portfolio).

Implementing a Strategy

- A strategic plan for a community wide awareness campaign should begin simultaneously with schools and the business community. The endorsement of the portfolio concept from the business community will be a powerful motivator for students.

- Create a list of advantages and benefits for both the community and youth by participating in this portfolio project. Students will be more knowledgeable and confident in marketing their skills. Employers who request portfolios will make better hiring selections of youth and will positively impact the development of employability skills in their community. Post-secondary institutions will have a better understanding of students' potentials to be successful in their programs. (See Samples of Anecdotal Comments Appendix C4).

- Draft a concise, but informative overview of the portfolio project which includes the rationale and potential benefits. (See Sherwood Park sample; "Managing Your Pathway Through Life" Appendix C5).

The Implementation Process

School

Depending on the size of the community, implementing the Career Skills Portfolio into schools may be an easier transition than into the business community because the infrastructure already exists.

For education, the portfolio will showcase to the rest of the community the many skills that schools have helped engender in their students. Because competition for post-secondary training and/or employment creates anxiety, most students will recognize the purpose of developing and maintaining evidence of skills they have acquired.

Schools that have initiated similar skills portfolios have experienced enthusiastic support from most students regardless of their ability levels. The portfolio is equally valuable to students in the Integrated Occupation Program (IOP) as it is to Advanced Placement students or those in the International Baccalaureate Program.

The school's philosophy will determine how much structure and responsibility will be assumed by the school or bestowed upon the student. The same philosophy will likely determine the degree of staff involvement in promoting the development and use of portfolios.

Effective leadership and a teamwork approach have been a successful combination in those schools committed to a portfolio project for the entire school population.

Alberta Education strongly recommends that counsellors take an active leadership role in coordinating the teamwork concept with staff, students and parents. Counsellors are key players in the process because of their knowledge and familiarity with:

- the entire student population
- all school curricula
- all staff and department coordinators
- post-secondary planning
- career guidance issues and concerns
- parents and parent concerns
- many community agencies.

Like the skills portfolio itself, counsellors cross all departmental and program boundaries within the school setting. The counsellor's input will likely have the greatest impact on the style of portfolio and how it will articulate the educational programs offered. The comprehensive approach to guidance and counselling programs and services in Alberta provides a natural framework for the counsellor's involvement with the portfolio.

One advantage to this style of skills portfolio is that it articulates well with skill development in the school curricula. Programs of study and courses where the portfolios could be directly related to instruction include the following.

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Curriculum Articulation

Grades	Curriculum/ Programs
7–9	• **Health and Personal Life Skills** These are required courses for all students. Themes relate to career awareness and workplace exploration and preparation.
10–12	• **Career and Life Management (CALM)** This required course for all students examines careers and the world of work.
8–12	• **Career and Technology Studies (CTS)** This modularized, career-related curriculum is available to all junior and senior high school students. The CTS program replaces former practical arts programs (business education, home economics, industrial-vocational education). CTS consists of over 600 modules organized into 22 strands. Students are encouraged to select modules that will help them explore selected career fields and help them make informed career decisions.
10–12	• **Career Transitions (CTS)** This Career and Technologies Studies strand contains the following Career Readiness modules: – Job Preparation – Job Maintenance – Preparing for Change.
8–12	• **Off-campus Education** The off-campus education policy directs and supports all credited learning activities occurring outside the regular classroom. The policy includes a variety of programs and program components, including: – Work Experience – Work Study – Job Shadowing – Registered Apprenticeship Program (RAP) – Community Partnerships.
ECS–12	• **Math and Science Programs** These core academic programs are taken by students at each grade level. Alberta Education, and its partners in the Western Canadian Protocol and Pan-Canadian Protocol, is in the process of developing mathematics and science outcomes designed to assist teachers in making linkages among course content and the workplace.
ECS–12	• **Humanities** An applied curriculum for language arts and social studies.
6–12	• **Fine Arts** These courses include music, drama and art.
10–12	• **Integrated Occupation Program (IOP)** IOP is an alternative, integrated program comprised of academic and occupational courses designed for at-risk students. The program focuses on the transition from school into entry-level positions in the workplace.

For further information contact Alberta Education for the "Career Development Information Booklet: Alberta Education Initiatives and Partnerships. June 1997."

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Community *

Students will value the portfolio as a product. Educators will value the learning within the process of developing a portfolio. Ideally, if the business community endorses and requests a portfolio as a component of hiring in the transition from school, then a strong message about the value of employability skills will be received by everyone. This message would be a catalyst for authentic learning in and beyond the classroom for all students.

To achieve the full value of a Career Skills Portfolio project, local business needs to take an active leadership role in developing and promoting the use of the portfolio throughout the community.

The Chamber of Commerce is in the optimum position to assume this role. However, community service clubs, local industrial associations along with post-secondary training institutions can also provide credible leadership to work cooperatively with schools, students and parents. It is important that education and business maintain equal representation for the discussion of concerns and solutions for the school-to-work transition issue.

As a bottom line benefit to individual employers who hire youth, the portfolio also provides the opportunity to make the best human resource decisions possible based upon documented evidence of academic/technical, personal management and teamwork skills.

* Recognize that the "community" represents local business, industry, service and the post-secondary/training institutions.

Implementing the Portfolio

Garnering Administrative Support

1. Adapting to the needs of your school and community
2. Promoting awareness
3. Identifying and assigning tasks

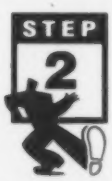
School

- School district administration endorsement is both necessary and valuable to the portfolio project concept.
- Administration support from each participating school is critical to successful implementation. School administration, in conjunction with the education committee, will need to elicit faculty support for the portfolio concept with an orientation presentation. (Blackline masters for an overhead presentation are provided in Appendix B).
- School administration will need to generate discussion among department coordinators and staff to identify linkages within the curriculum and the community.

Community

- Identify community conscious industry, business and service organizations locally who might support a portfolio project with education.
- Utilize parent connections via school councils, personal contacts, etc., to solicit business, industry and service support as a community concern regarding the transition from school.
- Approach key personnel with the power within their organization to influence support and/or distribute human or financial resources, to endorse a community project which focuses on employability skills; e.g., chamber of commerce executive, local industry or industrial association directors, post-secondary education administration, service club executive, etc.

1. Garnering administrative support



Adapting to the Needs of Your School and Community

2. Adapting to the needs of your school and community
3. Promoting awareness
4. Identifying and assigning tasks

School

- Individual schools will vary on educational philosophies, organizational structure, size, target populations, career emphasis, community involvement, etc. There may not be consensus on the best way to implement the portfolio in each school. Schools may recognize a variety of ways to use and introduce the portfolio within their curricula. (See Slected Portfolio Initiatives in Alberta: Appendix A).
- Identify possible implementation strategies suitable to each individual school. Report back to the Education Committee to share implementation ideas and strategies with other schools. (See Administrative Considerations: Questions in Appendix C6).
- Anticipate some resistance from a certain percentage of both staff and students, as the portfolio project will create some additional work. Emphasize that the skills portfolio is meant to be student directed and student managed. Help staff and students to recognize the value of the portfolio.
- Invite and involve staff and students into the planning process.
- Identify the committed champions of the project and promote their efforts.

Community

Students can utilize their portfolios in the community by:

- Preparing for the application/interview process when seeking
  – employment
  – post-secondary admission to over-subscribed programs

- scholarships
- promotions
- volunteer positions, etc.

- Identifying, in the résumé or cover letter that a skills portfolio is available upon request with references included.

- Bringing the portfolio to the interview and referring to it as required. Bring extra copies of reference letters which may be left with the interviewer if requested. Generally, the portfolio binder is not left with the interviewer.

Some schools have initiated a formal graduate presentation whereby Grade 12 students show-case their acquired skills to a panel of adults consisting of an employer, a teacher/counsellor/administrator and a parent council member, utilizing their portfolio to demonstrate readiness for the transition from school.

- Garnering administrative support
- Adapting to the needs of your school and community

Promoting Awareness

- Identifying and assigning tasks

School

- Design a brochure for promoting the portfolio within the community. Distribute to local business, post-secondary/training institutions and parents. (See Samples in Appendix C1).

- Involve local media in the awareness campaign by initiating information articles, and testimonials from students and business. (See Samples in Appendix C7).

- Consider a formal community launch to kick off the portfolio project involving elected municipal and school officials, educators, students, parents, business advocates and the local media. (See Community Launch letter: Appendix D1).

- Use Education Week and Canada Career Week events to promote awareness of the portfolio in schools.

- Display illustrative examples of students' portfolio pages and testimonials of positive results experienced by students using their portfolios.

- Utilize Grade 12 students to assist younger students with ideas for developing their portfolios.

- Invite business representatives into the schools to help teachers introduce the portfolio concept to students.

- Articulate the Career Skills Portfolio with existing programs such as Hire-A-Student and Junior Achievement.

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Community

- Develop strategies to encourage employers of local youth to request portfolios in their hiring process. (See Sample Certificate — Registered Skills Portfolio Employer in Appendix C8).

- Consider strategies to solicit sponsorship or funding to offset the production costs of the portfolio binder. In recognizing the need to influence employability skills and effectively hire youth, business has enthusiastically sponsored the financial costs of this type of project in other communities.

- Acknowledge local business, industry and post-secondary institutions who may donate funds or services-in-kind toward development and production costs. (See Acknowledgment of Sponsors: Appendix C9).

- Encourage business to participate, sponsor and host the official launching ceremony of the Career Skills Portfolio. Involve municipal officials, chamber of commerce directors, industry and post-secondary representatives by inviting them to participate in the program of this media event. Consider having the business sponsors officially "hand off" the first portfolios to an equal number of student representatives.

- Utilize the chamber of commerce newsletter and monthly luncheon to inform and remind members to request the portfolio in their hiring practices.

1. Garnering administrative support
2. Adapting to the needs of your school and community
3. Promoting awareness

- Offer to inservice or provide an orientation-type presentation to employers of youth about the Career Skills Portfolio. (See Orientation Invitation letter: Appendix D2).

- Use small business week and local trade fairs to display and promote the portfolio project with employers.

Identifying and Assigning Tasks

School and Community

Establish an executive of the education committee comprising a chairperson or possibly two co-chair positions shared by representatives of both business and education, plus a secretary and treasurer. One role of the executive should be to identify and assign the following tasks:

- Through the education committee, determine a time frame to phase in the portfolios, the number of portfolios to be printed and the appropriate grade level for each school to introduce the portfolio.

- Determine costs and expenditures necessary to reproduce and implement the Career Skills Portfolio fully into the community.

- Create a business/charitable organization account to manage finances.

- Compose an information letter seeking support and sponsorship of the project. (See Sample Letter Seeking Endorsement: Appendix D3).
- Brainstorm a list of potential sponsors to be contacted by committee members with a sample portfolio binder. Follow up with a thank you letter to those who contributed financially to the project. (See Appendix D4 for a sample letter).
- Establish a process for purchasing and ordering of binders, tabs, document holders, and printing services required.
- Consider designing a Sponsor Sheet identifying community members who support and endorse the project financially or by "services in kind." (See Appendix C9 for a sample).
- Create a process for acknowledging and providing a letter of appreciation from students for the support and endorsement of the portfolio. (See Appendix D5 for a sample letter).
- Establish a process for distributing the portfolio binders to students. (See Selected Alberta Portfolio Initiatives: Appendix A. With so many school variables, implementation and distribution of the portfolio binder to students will be unique to each school's circumstance).
- Establish a replacement cost fee for students who lose binders. Some schools may choose to house or store binders for students within the school.
- Recognize that storage of the binders may be an issue prior to and even after distribution to students.
- Consider developing long-term objectives over the next year for direction and continued growth of the project. (See Appendix C10).

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Descriptions of Selected Portfolio Initiatives in Alberta

A. Calgary Educational Partnership Foundation

Student Employability Skills Portfolio published by Nelson Canada in collaboration with Calgary School District No.19, Calgary RCSSD No.1 and Rocky View School District No.41.

The following excerpts are from the "Student Employability Skills Portfolio Project Evaluation Report" prepared by Hiebert and Tanner. [7]

In the fall of 1994, a pilot project was initiated to develop a student employability skills portfolio based on the Employability Skills Profile published by the Conference Board of Canada. The project was funded by TransCanada Pipelines Ltd. and was implemented in six schools in the Calgary area. A team of educators from the six schools developed the format for the portfolio and the student, teachers and parent support materials.

Manner of Implementation

The schools involved in the pilot had differing educational philosophies and varying views about the place of career preparation in the school curriculum. Thus, they utilized different ways of using the portfolio, which, in turn, had the potential of affecting the ways in which teachers and students used the portfolio. The ways in which the portfolio was implemented are outlined below.

Lester B. Pearson

The portfolio was completely optional for both staff and students and 14 staff elected to use the portfolio, either in TA sessions or in humanities and CALM classes.

Bishop Carroll

The portfolio was introduced first to parents, and then to staff (in a staff meeting) and students (in a TA session). A teacher handout was circulated, containing ideas for marketing the portfolio to students, procedures for distributing them to students, suggestions for tracking student use, and outlining the implementation schedule. There was no other systematic follow-up with teachers or students.

Father Lacombe

The portfolio was implemented in TA sessions. Every student received a binder containing the student guide and 5 plastic inserts in which to store information. The school coordinator had class release time to provide suggestions for teachers and encouragement for using the portfolio. There was a systematic integration

[7] From "*Student Employability Skills Portfolio Project Evaluation Report*." Hiebert and Tanner, University of Calgary for Calgary Education Partnership Foundation, October 1995, pp 2–9

plan, follow-up support from the school principal and portfolio coordinator, and extended TA periods to permit more time to cover key portfolio items in depth. Sample lesson plans were developed for the extended TA sessions and were given to teachers. Sections of the portfolio were integrated into business classes, CALM, IOP and Work Experience, and guidelines spanning Grades 10–12 were developed for how and where the portfolio should be used.

Bert Church

The portfolio was part of the school business plan. It was implemented with Grade 10 students in CALM classes and accounted for 10 percent of their final grade in that course. Students developed a showcase portfolio, containing their best exhibits, which was kept in the school library and could be signed out at anytime. In addition, students developed a portfolio for each subject and subject teachers gave specific assignments which were intended for inclusion in the portfolio. Sample pages and guidelines for individual entries were developed for students. Feedback forms and grading guidelines for teachers also were developed. The project was introduced to staff during a start of year retreat, with follow-up at two professional development days during the school year as well as informal discussion at staff meetings.

Beiseker

The portfolio was implemented as the centre piece of the school-wide career education program. It was introduced in a one day kick-off conference in the fall, with a promotional speaker. Follow-up occurred in TA sessions approximately once a month. The standard materials in the student guide were augmented by computer disks and photocopy masters developed by the school. Portfolios were show-cased at a school leaving conference for Grade 12 students in the spring.

Louise Dean

The portfolio was implemented in TA sessions.

Calgary Conclusions

Generally speaking, the pilot implementation of the Employability Skills Portfolio can be considered a success. Teacher acceptance of the project was mixed. However, they did seem to recognize the importance of the portfolio. Student reactions were varied as well. There is no doubt that for some students this project had an incredibly strong and positive impact. There are an abundance of extremely well-done student portfolios at each school and every school would have no difficulty finding student champions for this project. Many of the top students were quick to see how the portfolio could help them organize their accomplishments, portray them in a positive light and increase the impact of what they had done. It is certain that the portfolio also helped many nonacademic students identify strengths that they had not previously been aware of. This helped to build self-esteem and self-confidence. It is also true that for some students, developing a portfolio was little more than just another school task that they only did because they had to. However, it can be concluded safely that for many students, the Employability Skills Portfolio opened avenues to self-empowerment that previously had not been discovered.

Evaluation data was received from five schools. In total, 885 students reponded, about two-thirds were from one school. Responses were received from 59 teachers, about half were from one school.

B. Sherwood Park Portfolio Project

The Sherwood Park Portfolio project will be phased in over three years to all 4200 students in five separate high schools.

Bev Facey Community High School

The portfolio project was first introduced to teachers as a presentation in a staff meeting. The role and mission of the education committee and the list of schools involved in the project were identified. Then, using overheads similar to those included in this implementation handbook, the portfolio concept was presented and a handout outlining the portfolio was provided. Fifty-five of 58 staff requested a sample of the portfolio binder when it was printed and ready for distribution. A sample portfolio binder similar to this Career Skills Portfolio sample was prepared for staff. Students at Facey received their portfolio binders during the Grade 10 Career Planning Sessions (One week of five 80-minute classes presented by the social studies department and counsellors). Volunteers from the business community offered to assist staff with the introduction orientation at Grade 10. Through department coordinator meetings, staff have brain stormed integration ideas to provide direction and opportunities for students to maintain their portfolios. CALM, Career Transitions and Off-campus Education are the other large instructional impact areas at Grade 11 and Grade 12. CTS, fine arts and the core academic areas are creating checklists of common skills developed by subject area. Staff are willing to identify and advise students of work that should be included as project work in their portfolios.

Ardrossan Junior/Senior High School

Ardrossan chose to introduce portfolios with a kick-off style presentation by administration and the English department to the entire Grade 10 population. The English department elected to be the main catalyst for portfolio development, however CALM, CTS, Fine Arts and Work Experience provide ongoing instruction and maintenance opportunities.

A sample Ardrossan Portfolio of student skills was developed by the work experience coordinator for staff and students.

Salisbury Composite High School

As a compulsory course for all high school students, CALM was targeted as the program to initiate the portfolio at Salisbury. CALM teachers, with support from counselling and the work experience department, dedicated significant instructional time and guidance to portfolio development. Recognized as an opportunity to build self-esteem as well as identify current skills, teachers are encouraging a more longitudinal or archival record of skills and achievements from students.

Archbishop Jordan High School

Utilized CALM to initiate the Skills Portfolio with Grade 10 and 11 students. The work experience coordinator introduced the portfolio concept to the classes and handled the distribution to students personally.

Strathcona Christian Academy

Is a private Christian School in Sherwood Park providing instruction from K–12. Strathcona Christian Academy chose to introduce the skills portfolio through the CALM curriculum as well.

C. Central Alberta Technology Preparation Consortium

The Central Alberta Technology Preparation Project is a partnership of:

- Red Deer Public School District No.104
- Chinook's Edge Regional Division No.5
- Red Deer Catholic Separate School District No.17
- Wolf Creek Regional Division No.31
- Red Deer College
- Olds College.

Funding for the program is provided by Human Resources Development Canada.

Technology preparation is an innovative educational process aimed at providing high school students with academic and employment skills crucial for success in post-secondary training and/or the world of work. It is designed to offer students a program of studies which is goal-oriented and which emphasizes applied learning in math, science, communications and social studies, in order to prepare students to succeed in the increasingly technological world of work that awaits them. Work experience components and a hands-on approach to learning apply what students learn in the classroom to real-life work situations. Involving a partnership among school districts, community colleges and employers, Tech Prep links two years of high school with two years at a community college and includes related work experience.

Upon completion, students are better prepared to go directly into employment or pursue a number of post-secondary certificate or diploma programs. Enhanced career planning and activities make students more aware of and prepared for future employment opportunities. With strong academic skills, students can achieve entrance requirements to most college programs. Improved employability skills with experience related to a career goal better prepares students for the world of work. Three broad career clusters: technology and trades, business and human services provide a structured career pathway for students. These include numerous career opportunities that will lead to direct employment or to a continuation of studies with direct entry to community college, certificate, diploma or applied degree programs.

- Patti Henley
- Telephone: (403) 342 –3468
- Fax: (403) 342–3576
- Email: phenley@rdpsd.ab.ca

D. Chinook's Edge Regional Division No.5: Electronic Career Portfolio

Chinook's Edge Regional Division has committed to integrate the philosophy of career focus into all grades; ECS-12 by 1998. An integral part of this philosophy is the development of an electronic portfolio. The electronic format will be introduced at Grade 6 and students will begin entering data into an electronic portfolio manager. The portfolio is part of the graduation requirement for students in Chinook's Edge. The goal is to create a CDs that will be compatible with Windows and Mac.

The portfolio will:

- be user friendly and visually attractive
- contain evidence both inside and outside of school
- contain multi-media evidence of students' attainments and experiences
- contain a summary résumé or vitae that can be used for several purposes with little or no modifications; e.g., scholarship application, employment and post-secondary school application
- be easily verified by teachers and/or others.

To allow students time and credit to complete a quality portfolio and to give students access to expert teacher input into the development of the portfolio, a minimum of three and a maximum of five credits will be taken in INF 107, 206, 213, 307 or 313.

We are presently piloting several portfolio managers and have a committee who will be responsible for setting the standards for the district. The portfolio will be a combination of standardized components and student choices.

- Barb Lane, Career Focus Project Coordinator
- Telephone: (403) 341–3706 Fax: (403) 346–8510
- Email: blane@agt.net

E. Father Lacombe High School: Individual Career and Academic Plan (ICAPs)

ICAPs are a tool to be used by teachers, teacher-advisors and counsellors to help students track their academic performance and plan for their future careers. Students, with the help of their teacher-advisors and/or counsellors, update the folders as they progress through school. The career portion of the planner helps students identify interests and strengths both academically and socially. Students are required to complete certain career activities as they progress through high school, enabling them to be prepared for the future whether it be through continuing education or in the world of work.

Contact Person: Deana-Marie Helton/Jeanine McVicar
Father Lacombe High School
3615 Radcliffe Drive., S.E.
Calgary, AB T2A 6B4
Telephone: (403) 248–9559
Fax: (403) 235–1270

Summary

Although a variety of implementation strategies have been presented, it was the **leadership** within these schools that supported the portfolio concept and actually **dedicated time** toward the development process that realized the most benefits for the majority of students.

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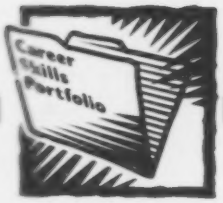


SKILLS PORTFOLIO

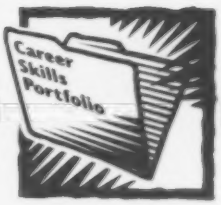
A portfolio is a carefully organized collection of evidence which illustrates one's skills, abilities and talents.

Compiling a portfolio helps students to identify, select and organize evidence of skills that will assist them in their transition from school.

For students, the portfolio is an immediately available summary of abilities and accomplishments. In a world of competitive selection for education, training and employment, the portfolio is a valuable marketing tool.

Students who have developed portfolios say there are many ways their portfolios have been useful:

- √ helping them to look inward and reflect upon their values, interests and strengths
- √ helping them make career path decisions
- √ identifying and demonstrating skills for employment
- √ having information readily available for job applications
- √ attaining university, college or technical school entrance
- √ applying for scholarships
- √ getting volunteer positions
- √ showing others what they are all about.



For employers, the portfolio will provide evidence of essential work skills which will aid in the selection of potential employees.

For educators, the portfolio will showcase to the rest of the community many of the skills that schools have helped engender in their students.

The ISSUE:

Transition from school ...

GENERAL TRENDS

- 65–75% of students expect to go directly into college or university
- 30%–35% of students go directly into college or university
- 10%–15% expect to go directly to work from high school

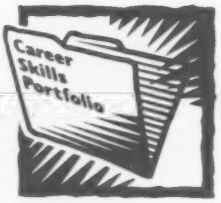
however

- approximately 60%–65% go directly to work from high school
- only 14% of the occupations in the Alberta work force are considered professional and require a university degree

Percentage of Albertans who Agree that High School Graduates are Prepared for the Workplace or Post-Secondary Education

1995 Survey Group	Prepared for the **Workplace**	Prepared for **Post-secondary Education**
High school students	80%	87%
Parents (of ECS–Grade 12 students)	40%	65%
Public	48%	60%
Post-secondary instructors	35%	53%
Employers	35%	70%

Source: Environics West Survey, 1995



Marketing Personal and Technical Skills

Our students have acquired a wide range of skills through school, community, home and work.

SCHOOL

- **Communication Skills:**
  reading, writing, speaking, presentations, drama music, art, etc.
- **Academic Knowledge:**
  mathematics, science, social studies, English, other languages, computers, etc.
- **Leadership and Organization Skills:**
  students' council, peer support, SADD, grad committees, etc.
- **Career and Technology Studies (CTS):**
  22 possible strands of technical work skills
- **Sports and Recreation:**
  school teams, officiating, tournament organizing, intramurals, etc.

Community

Involvement in organizations and clubs:

- community sports, junior achievement, 4H clubs, guides/scouts, church, boys and girls clubs, cadets/militia, swimming, dance, music lessons, etc.

Home

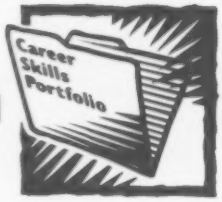
Responsibilities for:

- sibling child care, assisting with "home-based businesses," weekly chores, learning appropriate behaviours, manners, morals, etc.

Work

The majority of students will seek and acquire employment within their communities at some time in their high school careers; numerous skills are acquired:

- self-discipline, time management, co-operation, customer service and a variety of trained technical skills.



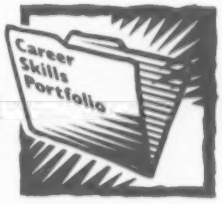
In the "transition from school" issue there are two widely accepted generalizations:

1. Employers are generally not aware of the knowledge and skills that constitute graduation from high school because of the wide range of:

- student ability
- courses and programs offered
- extra-curricular activities.

2. Students are generally not adept at communicating their knowledge and skills. They:

- possess many skills, but cannot identify them
- do not know what employers want
- do not understand the relevancy of their skills.



The NEED:

The Conference Board of Canada (1992) has provided a profile of skills that industry, business and service feel are needed for the Canadian work force:

- **academic skills**
- **personal management skills**
- **teamwork skills**

"For the "school to work" transition to be smoother and more successful than it has been so far, education and business leaders must recognize that there is a critical need to work effectively together."

Alberta Chamber of Commerce 1995

The Challenge:

As representatives of the business community, Chambers of Commerce are in an excellent position in the community to bring business and education to the table to understand each others' needs and contributions.

The formation of an Education Committee can become an excellent forum to discuss local issues, prioritize needs and initiate projects that require local community support to be successful.

An Education Committee could be established through any community service organization; e.g., Rotary, Kinsmen, Lions, local businesses or industrial associations, etc.

The Missing Link

Few employers ever ask for a student report card or record of marks during the application/interview process, even though this important document reflects ability level, attendance, punctuality and effort comments from teacher/supervisors of student work.

Within the student's transition from school:

- **most employers and post-secondary admissions offices experience difficulty evaluating the critical skills needed from students**

AND

- **most students do not know what skills to demonstrate and how to market the relevant skills they possess.**

The Portfolio Solution:

THE CAREER SKILLS PORTFOLIO will help:

- **Students** document relevant skills from school, community, home and work in an attractive, organized manner available for the competitive application for further training or work.

- **Employers** make the best possible human resource decisions based upon documented evidence of Academic, Personal Management and Teamwork skills during the application process.

- Those **Post-Secondary and Training Institutions** which do consider factors such as prior learning, attitude and interest when selecting the most suitable applicants.

CREATING A CAREER SKILLS PORTFOLIO

INFORMATION PACKAGE

SAMPLE

SHERWOOD PARK CHAMBER Of COMMERCE
EDUCATION COMMITTEE

MISSION:

To utilize a business/education partnership to improve the "school to work" transition for Sherwood Park youth

CREATING A CAREER SKILLS PORTFOLIO

INFORMATION PACKAGE

SAMPLE

Skills Portfolio Project Partnership

- BEV FACEY COMMUNITY HIGH SCHOOL
- SALISBURY COMPOSITE HIGH SCHOOL
- ARDROSSAN SENIOR HIGH SCHOOL
- ARCHBISHOP JORDAN HIGH SCHOOL
- STRATHCONA CHRISTIAN ACADEMY

AND THE

- SHERWOOD PARK CHAMBER of COMMERCE and Local Businesses

CREATING A CAREER SKILLS PORTFOLIO

INFORMATION PACKAGE

Conference Board of Canada

Employability Skills Profile (1992)

- **Academic Skills**
  - Communicate
  - Think
  - Learn
- **Personal Management Skills**
  - Positive Attitudes and Behaviours
  - Responsibility
  - Adaptability
- **Teamwork Skills**
  - Work with Others

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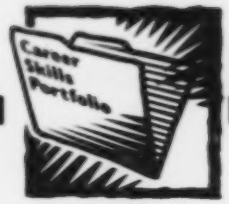


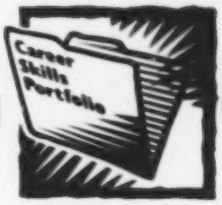
Career Skills Portfolio

Five Topic Categories:

- Introduction – This Is Me
- Academic/Technical Skills
- Personal Management Skills
- Teamwork Skills
- Applying My Skills – Project Work

A good portfolio needs to be:

- √ visually attractive
- √ well-organized
- √ illustrate specific and concise examples
- √ constantly updated as skills develop and new skills are learned
- √ self-directed and self-driven
- √ unique and represent the individual.



The MLA Implementation Team's action plan for the "Framework For Enhancing Business Involvement In Education" recommends that:

"Alberta Education asks that school systems, with Alberta Education assistance, develop employability skills portfolios, beginning in Junior High School, at the latest."

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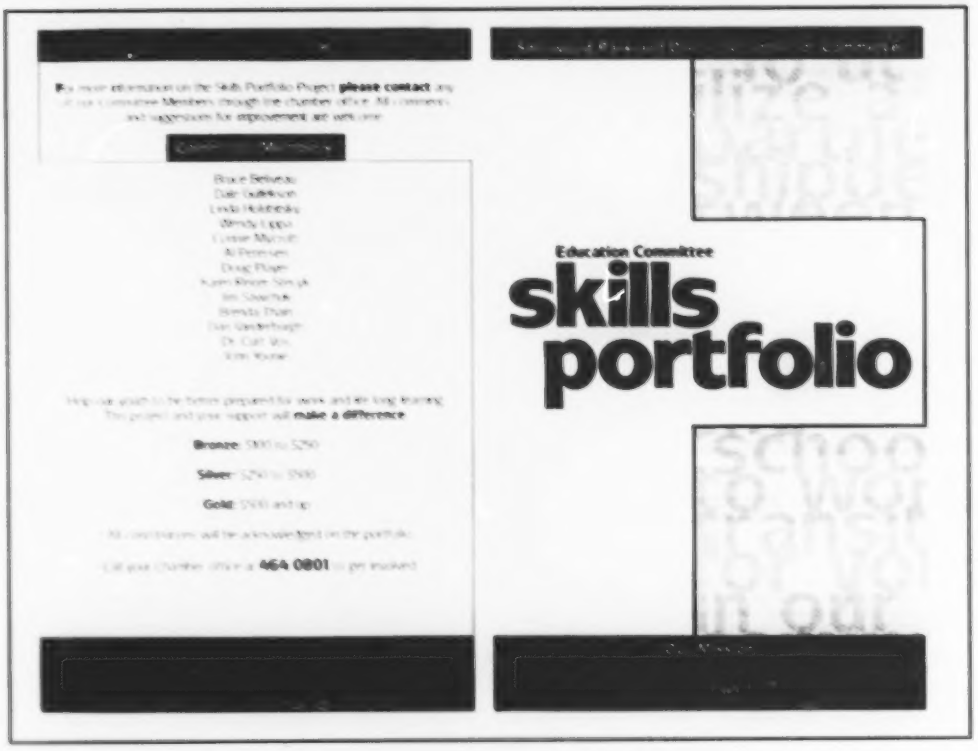
C1: Sample Brochure



Education Committee

skills portfolio

Bronze:

Silver:

Gold:

Call your Chamber office at **464 0801**

Portfolios - A Powerful Tool

The **Skills Portfolio** is a tool developed by local educators and business people for high school students. Students use the materials in the Skills Portfolio to manage their own personal career planning. Through the process of developing a Skills Portfolio, students focus on their strengths and identify areas where they want to gain **knowledge, experience, and work savvy**. Education and career planning have become a life long process. The Skills Portfolio helps manage that process.

Each year, Sixth Grade students in Greenwood Park are expected to be introduced to and provided with a Skills Portfolio binder. These portfolios are an excellent tool for helping students track their **personal growth and skills development**. Many youth employers in our community have supported the project. The concept of helping our youth to help themselves be better prepared for work and life long learning appeals to all employers.

High school students from Archbishop Jordan, Anderson, Bev Facey, Salisbury Composite, and Strathcona Christian Academy have used the excellent tool to track their personal growth and skill development.
Ask a student to present their portfolio to you.

What employers are saying

The portfolio provides students with a **better understanding** of what skills are necessary to present themselves confidently when applying for a job.

What students are saying

The portfolio itself has helped me personally to **focus** on what is needed to find a career or even a part time job.

I plan on using my portfolio to **impress employers**. At job interviews, I often find employers surprised the more they learn about the kind of person I am because it **highlights our personal and technical skills**. I also realize that we're taking the time and putting the effort into finding a job.

The portfolio binder has helped me organize my awards, interests, and achievements. I have accumulated over the past years. I plan to use the portfolio for conveying a message of **commitment and organization** to the future employers.

The Portfolio provides students with:

- An **immediate source of information** about personal experience, academic accomplishments, community involvement, and work experience.
- An **organized inventory** of personal strengths and abilities for completing applications for work and further education, guiding career goals and decisions.
- A greater awareness of personal strengths and abilities.
- A process for setting career goals.

The Portfolio benefits businesses

While at school **68%** of our youth are employed in our community. The Skills Portfolio provides documented evidence of skills for the workplace:

- **Academic Skills** - the ability to communicate, think, and learn.
- **Personal management Skills** - ability to demonstrate responsibility.
- **Team Work Skills** - ability to work with others.

- An employer requesting the Skills Portfolio can expect better employees, greater efficiency, increased profit margins.

You can make a difference by:

- **Requesting the Skills Portfolio** as part of your hiring process.
- **Contributing** to the Portfolio project.

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To help Canadians develop skills that will set them on the way to success, the Corporate Council on Education, which is part of the Conference Board of Canada, has developed a set of basic skills that are important to every employer. It is called an Employability SkillsProfile and it outlines Academic, Personal Management and Teamwork as essential skills.

EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required Of The Canadian Work Force

Academic Skills

Those skills which provide the basic foundation to get, keep and progress on a job and to achieve the best results.

Canadian employers need a person who can:

Communicate
- Understand and speak the languages in which business is conducted.
- Listen to understand and learn.
- Read, comprehend and use written materials, including graphs, charts and displays.
- Write effectively in the languages in which business is conducted.

Think
- Think critically and act logically to evaluate situations, solve problems and make decisions.
- Understand and solve problems involving mathematics and use the results.
- Use technology, instruments, tools and information systems effectively.
- Access and apply specialized knowledge from various fields, e.g., skilled trades, technology, physical sciences, arts and social sciences.

Learn
- Continue to learn for life.

Personal Management Skills

The combination of skills, attitudes and behaviours required to get, keep and progress on a job and to achieve the best results.

Canadian employers need a person who can demonstrate:

Positive Attitudes and Behaviours
- Self-esteem and confidence.
- Honesty, integrity and personal ethics.
- A positive attitude toward learning, growth and personal health.
- Initiative, energy and persistence to get the job done.

Responsibility
- The ability to set goals and priorities in work and personal life.
- The ability to plan and manage time, money and other resources to achieve goals.
- Accountability for actions taken.

Adaptability
- A positive attitude toward change.
- Recognition of and respect for people's diversity and individual differences.
- The ability to identify and suggest new ideas to get the job done—creativity.

Teamwork Skills

Those skills needed to work with others on a job and to achieve the best results.

Canadian employers need a person who can:

Work with Others
- Understand and contribute to the organization's goals.
- Understand the work within the culture of the group.
- Plan and make decisions with others and support the outcomes.
- Respect the thoughts and opinions of others in the group.
- Exercise "give and take" to achieve group results.
- Seek a team approach as appropriate.
- Lead when appropriate, mobilizing the group for high performance.

The Conference Board of Canada is a not-for-profit independent research organization with connections in the United States and Europe. Its goal is to help, through research and reports, Canadian organizations compete successfully in a world economy. Worldwide, the Board has more than 3,000 associates.

WORKABILITY HANDBOOK

The Workability Handbook includes the knowledge, skills, and attitudes that employers and contract managers look for in workers. These factors have been put into four groups:

- workability attitudes — these are attitudes you show towards tasks or people
- universal workability skills — these are abilities that underlie all the work you will do
- work know-how — these are abilities needed to work effectively
- work search strategies — these are used to develop abilities to find work.

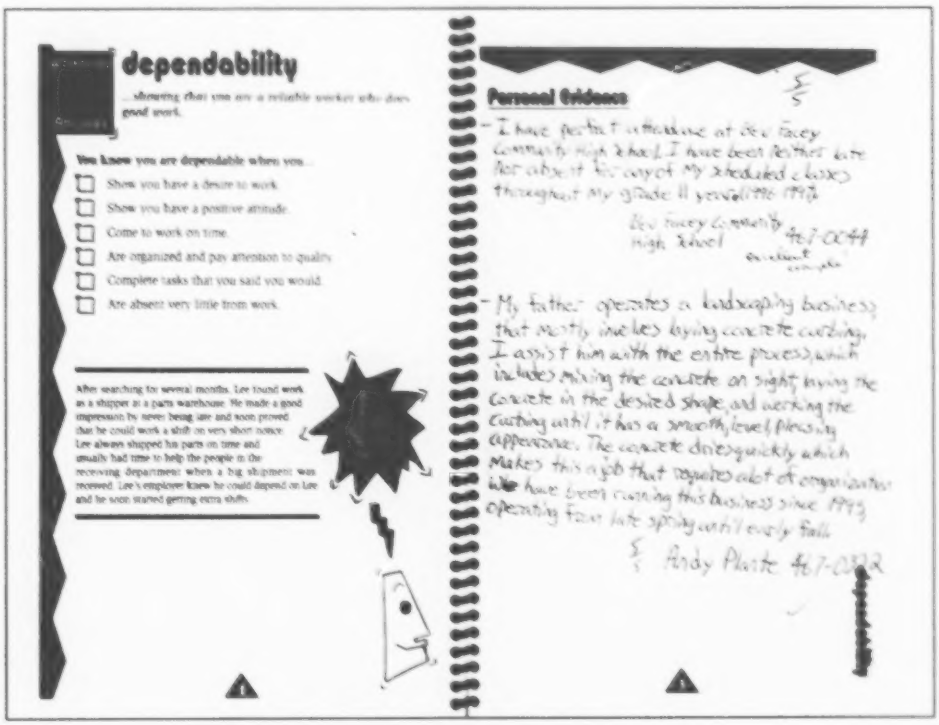
Each factor is described on a separate page. The description includes:

- a definition of the factor
- a checklist of the specific skills, knowledge, and attitudes that make up the factor
- an example of someone demonstrating the factor
- a place for you to write your own example of how you demonstrate the factor.

Identify and choose the workability factors that you wish to demonstrate in your skills portfolio. Read the definition and example stated then provide your most convincing examples of where you have demonstrated the same skill or attitude.

Be specific and convincing with your examples and provide dates, locations, supervisors' names and even telephone numbers where possible. Consider examples of the skills or attitudes from school, work, community organizations or home.

Attach or insert any number of the skills into the appropriate sections of your Skills Portfolio by photocopying the original or separating the "personal evidence" sheet from the handbook and either mounting it on another page or simply punching holes for the binder.


dependability
...showing that you are a reliable worker who does good work.
You know you are dependable when you...
Show you have a desire to work
Show you have a positive attitude
Come to work on time
Are organized and pay attention to quality
Complete tasks that you said you would
Are absent very little from work
After searching for several months, Lee found work as a shipper in a parts warehouse. He made a good impression by never being late and soon proved that he could work a shift on very short notice. Lee always shipped his parts on time and usually had time to help the people in the receiving department when a big shipment was received. Lee's employer knew he could depend on Lee and he soon started getting extra shifts.
Personal Evidence
- I have perfect attendance at Dev Taney Community High School. I have been neither late nor absent for any of my scheduled classes throughout my grade 11 year of the 1992
Dev Taney Community High School 467-0044
- My father operates a landscaping business that mostly involves laying concrete curbing. I assist him with the entire process, which includes mixing the concrete on sight, laying the concrete in the desired shape, and working the curbing until it has a smooth, level, pleasing appearance. The concrete dries quickly which makes this a job that requires alot of organization. We have been running this business since 1993 operating from late spring until early fall.
Andy Plante 467-0332

C4: Samples of Anecdotal Comments

A. Anecdotal Comments and Suggestions for Future Use (Calgary)

Several additional observations on the impact of the portfolio were gained from teacher written comments on the survey form and from comments in the focus group discussions.

- "There has been an increase in student requests to staff for letters of reference."
- "There has been increased knowledge about the job application process."
- "The business partner at a school that was not involved in the pilot has recently purchased portfolios for all students in their school. This is an indication of the potential that business sees for the use of the portfolio in school."
- "One business partner remarked, 'Finally, we're doing something in education that makes sense'."
- "The portfolio helps students set their goals for the future and become more focused."
- "The portfolio helps to create a positive working environment between students and teachers."
- "There has been increased student motivation, increased enthusiasm for school, and increased a sense of relevance for school."
- "Coop education students especially found it useful and it helped them obtain their work placements."
- "There has been increased self-esteem for students and their own sense of marketability, especially for non-academic skills."
- "For the portfolio to realize its full potential, there needs to be strong support from the principal and, ideally, a school-wide focus on use of the portfolio."
- "Some parents have requested portfolio materials for their own use."
- "In each portfolio, there should be an introductory letter to the portfolio, not describing the student, but describing the portfolio (an overview of the contents)."
- "The portfolio needs to be integrated into other classes."
- "The portfolio, and the type of evidence it contains, needs to be open-ended, especially for nonacademic students, who have different strengths."
- "There needs to be a stronger link between employers and the portfolio (hire a student, chamber of commerce, testimonials from employers, job interviews with portfolio as part of the process)."

C4: (continued)

B. Sample Student Comments on the Skills Portfolio (Sherwood Park)

- "The portfolio binder has helped me organize my awards, references, and achievements I have accumulated over the past years. I plan to use the portfolio for conveying a message of commitment and organization to the future employers."
- "The portfolio binder has been a great help in keeping my information, school achievements and future goal ideas organized."
- "It shows both organization and professionalism in moments where it is to our greatest advantage to be a step or qualification ahead of the rest."
- "This portfolio has helped me to see some of the skills I did not know I had. It has also helped me to get an edge of other job applicants in the job market."
- "It shows that you are organized and that you have many different skills."
- "The portfolio binder has put my skills in order and I think it really helped me get my foot in the door for the job I got a few months ago."
- "The rewards from this well-developed personal profile, include personal goal accomplishments, specifically in employment areas, and even more so in the development of self-awareness of my abilities and interests."
- "The portfolio binder will give our students a better choice of succeeding in their endeavours to find employment during and after high school. The portfolio has already helped several students get hired in part-time positions. The students who brought their portfolios to their job interviews said that their employers were quite impressed with the preparedness."
- "The portfolio binder has proven to be a useful tool in helping me identify and pursue the areas which I am interested in, that is to say, it has helped choose future courses in high school. This binder is a wonderful way to organize my thoughts on where I'd like to go, as well as organize samples of my work which I plan to show future would-be employers. I plan on using the skills portfolio to its full potential in the aim of ensuring a profitable future for myself."
- "The portfolio itself has helped me personally to focus on what is needed to find a career or even a part-time job. It has made it easier for me to pin point my skills and to put in order all my achievements and experiences."
- "I plan on using my portfolio to impress employers. At job interviews, I often find employers surprised because they haven't seen this kind of portfolios before. It highlights our personal and technical skills. It also shows that we're taking the time and putting effort into finding a job."
- "The Skills portfolio has allowed us to understand what skills are required to be a successful community member. Through it we can harness our potential in a way the employer can comprehend. Also, the format of the binder makes it easy to use, and even fun!"
- "Using and preparing the portfolio has not only aided me in my search for a job but also helped in lifting my spirits by helping me to recognize some accomplishments which were forgotten."

C3: Sample Overview of Portfolio Project for Students

Managing Your Pathway Through Life

Like education, career planning has become a lifelong process.
Dr. Kris Magnusson defines **Career Planning** *as "managing your pathway through life".*

The Education Committee of the Sherwood Park Chamber of Commerce has undertaken the task of researching and developing a Skills Portfolio to help you organize proof of your accomplishments both inside and outside of school. The portfolio can help you collect and show off the skills that make you unique and employable in our community.

These Employability Skills are your skills for independence, a set of skills that help you progress towards your personal goals; to work well with and be appreciated by others. They are skills that will help you to be successful in your education and training as well as your work.

A portfolio is a carefully organized collection of selected evidence which illustrates your skills, abilities and talents. The word portfolio literally means "to carry sheets". Many professions, such as artists, architects and photographers have carried portfolios to illustrate their best work and skills. Your portfolio will have the same purpose.

A good portfolio will be:

- visually attractive
- well organized
- concise and incorporate specific examples
- constantly updated as your skills develop and new skills are learned
- self directed and self driven
- unique and represent you as an individual

Students who have developed and utilize portfolios say there are many ways their portfolios have been useful:

√ helping you look inward and reflect upon your values, interests and strengths
√ helping you set the path for your career
√ identify and demonstrate skills for employment
√ having on-hand information you need for a job application
√ attaining university, college or technical school entrance
√ applying for a scholarship
√ getting a volunteer position
√ showing others what you are all about.

In a world of competitive selection for employment and education, a skills portfolio can be your best marketing tool. If you are being interviewed for a job, you can show your portfolio samples as evidence of a particular skill while describing your suitability for the position for which you have applied. Do not underestimate the power of your portfolio; a well developed portfolio and a clear understanding of your skills indicate to an employer that you have well developed personal management skills.

The Sherwood Park Chamber of Commerce has promoted the portfolio concept in our business community with overwhelming support from our members. As you seek employment in our community, we look forward to meeting you and getting to know you better through the use of your Skills Portfolio.

C5: (continued)

To help Canadians develop skills that will set them on the way to success, the Corporate Council on Education, which is part of the Conference Board of Canada, has developed a set of basic skills that are important to every employer. It is called an Employability Profile and it outlines Academic, Personal Management and Teamwork as essential skills.

THE CONFERENCE BOARD OF CANADA EMPLOYABILITY SKILLS PROFILE

The Conference Board of Canada has identified critical skills required of the Canadian workforce. These skills are important to all employment and career opportunities. They include:

Academic Skills

Communicate
- Understand and speak the languages in which business is conducted
- Listen to understand and learn
- Read, comprehend and use written materials, including graphs, charts and displays
- Write effectively in the languages in which business is conducted

Think
- Think critically and act logically to evaluate situations, solve problems and make decisions
- Understand and solve problems involving mathematics and us the results
- use technology, instruments, tools and information systems effectively
- Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts and social sciences)

Learn
- Continue to learn for life

Personal Management Skills

Positive Attitudes and Behaviours
- Self-esteem and confidence
- Honesty, integrity and personal ethics
- A positive attitude toward learning, growth and personal health
- Initiative, energy and persistence to get the job done

Responsibility
- The ability to set goals and priorities in work and personal life
- The ability to plan and manage time, money and other resources to achieve goals
- Accountability for actions taken

Adaptability
- A positive attitude toward change
- Recognition of and respect for people's diversity and individual differences
- The ability to identify and suggest new ideas to ge the job done - creatively

Teamwork Skills

Work with Others
- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance

C6: Administrative Considerations: Questions

1. What would be the best format for the Career Skills Portfolio?
   - a binder (what size?)
   - file folders
   - an electronic file (floppy disk or CD)

2. Will the portfolio be targetted for the total school population or integrated into specific courses or programs like CTS, CALM or IOP?
   Wherever implemented, will it be made mandatory or optional to the student?

3. Should the portfolio be evaluated by the school or left to be managed entirely by the student?

4. What would be the best way for each school to implement the portfolio and at which grade level should it be introduced?

5. Who will keep the portfolio - the student or the school?
   How and where could it be stored in the school?
   How could security be maintained for signing the portfolio in or out?
   How can the portfolio be obtained or replaced if lost?

6. How will the portfolio development and implementation be coordinated in the school?
   Who will in-service staff, students and business community?

7. Who will be responsible for ordering portfolio materials?
   Who will distribute the materials to students?

8. How can you encourage the business community and post-secondary institutions to request and utilize the portfolio in the hiring and application process?

9. Is it important to develop a "tracking" process to survey or monitor the value and usage of the portfolio?

C7: Media Awareness Campaign

A20 The Sherwood Park News, Wednesday, November 20, 1996

Portfolio to bridge gap between employers and students

by Arnim Joop

Local high school students are anxious to get their hands on the new skills portfolios developed by the Sherwood Park chamber of commerce.

"It seems like it's a good idea," said Darren Wright, a Grade 10 student at Bev Facey Community high school.

"It can help you with your job interviews. It's an easier way to organize your major achievements, not just the school stuff."

Darren was one of 27 Grade 10 students to receive the first copies of the portfolio at the project's kickoff Thursday at Festival Place.

Over the next three years, 4,500 students in Strathcona County's five high schools will receive the portfolio.

The portfolio, based on the employability skills identified by the Conference Board of Canada, outlines academic, personal management and teamwork as essential skills.

Students are encouraged to include not only their academic achievements in the binder, but also community volunteer work, athletic awards, and hobbies.

The portfolio project is sponsored by 27 local businesses.

"This project truly represents a community investment," said Dale Gullekson, career services coordinator at Bev Facey, who coordinated the project with businesswoman Linda Holubitsky.

"Potentially this project is going to have a tremendous impact on our community."

Gullekson hopes the portfolio will bridge the gap between employers and students.

"Employers are generally not aware of the skills that constitute a high school diploma, and students are generally not very adept communicating their skills to employers," he said.

"They don't know what employers want. They're not aware of their skills."

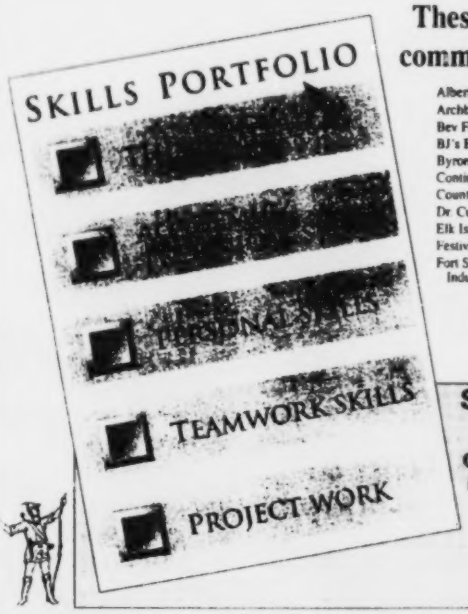
Mel Oiles of the Conference Board of Canada told the students that the portfolio can be a powerful tool in their job search.

"The portfolio, if completed, ultimately will be of more value than a Grade 12 high school diploma," said Oiles.

Chamber president Al Petersen encouraged the students to use the portfolio.

"It gives you an opportunity to have an edge above students elsewhere," said Petersen. "You really have an advantage."

Skills Portfolio Sponsors Thank You



These community minded businesses have made a commitment by investing in the youth of our county!

Alberta Treasury Branch
Archbishop Jordan High School
Bev Facey Community High School
BJ's Brew Crew
Byron's Property Services
Continental Signs Ltd.
County Clothesline Foundation
Dr. Curt Vos
Elk Island Public Schools
Festival Place
Fort Saskatchewan Regional Industrial Association
Hiron Hicks, Barristers & Solicitors
Imperial Oil Strathcona County
Lippa Consulting
Dr. David Osbourne
Mrs. Iris Evans
Petersen Pontiac Inc
Pro Show Services
Salisbury Composite High School
Sherwood Park and District Chamber of Commerce
Sherwood Park Catholic Separate School District
Sherwood Park News
Spark Heating and Air Conditioning Ltd.
Strathcona Christian Academy
Strathcona Industrial Association
Tanks-A-Lot
Telus Ltd.
Xerox Canada Ltd.

This leadership is helping our youth to help themselves be better prepared for work and life long learning.

Sherwood Park and District Chamber of Commerce Education Committee

Our Mission: "To utilize a partnership between business and education to improve the "school to work" transition of Sherwood Park youth."

Committee Members:

Bruce Belliveau
Harold F. Bushell
Dale Fullekson
Linda Holubitsky
Wendy Pippa
Connie Mycroft
Al Petersen
Doug Player
Nancy Sauvé
Jim Sawchuk
Brenda Thain
Dr. Curt Vos
John Younie

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C8: Sample Certificate – Registered Skills Portfolio Employer

C9: Sample Acknowledgment of Sponsors

Managing Your Pathway Through Life

Sponsors

Thank you to our business and community supporters for investing and believing in our youth.

Gold Sponsors

County Clothes-Line Foundation
Fort Saskatchewan Regional Industrial Association
Imperial Oil Strathcona County
Petersen Pontiac Inc.
Sherwood Park and District Chamber of Commerce
Strathcona Industrial Association
Telus Ltd.
Xerox Canada Ltd.

Silver Sponsors

Dr. Curt Vos
Elk Island Public Schools
Sherwood Park News
Sherwood Park Catholic Separate School District

Bronze Sponsors

Alberta Treasury Branch
Archbishop Jordan High School
Ardrossan Senior High School
Bev Facey Community High School
BJ's Brew Crew
Byron's Property Services
Continental Signs Ltd.
Mr. David Osborne
Festival Place
Hiron Hicks, Barristers & Solicitors
Horton Communications
Lippa Consulting
Mrs. Iris Evans
Pro Show Services
Salisbury Composite High School
Spark Heating and Air Conditioning Ltd.
Strathcona Christian Academy
Tanks-A-Lot

Gold $500 and up Silver $250 and up Bronze $100 and up

C10: Sample Long-Range Planning

Sherwood Park Chamber of Commerce

SKILLS PORTFOLIO PROJECT

1997 Objectives

1. Coordinate an "appreciation" letter writing campaign to each of this year's 30 sponsors from students at all 5 high schools.

2. Refine Portfolio purchasing and distribution process for next year's grade 10 students.

3. Recruit and rebuild the "Business" side of the Education Committee, (will require networking and contacting individuals personally).

4. Review and revise any changes required in the Portfolio before reprinting 1200 more for the 1997-1998 school year.

Implementation Process for the Business Community

5. Organize a "Wine and Cheese" Portfolio orientation/in service hosted by the Chamber Education Committee for all the main youth employers in Sherwood Park. Requires personally contacting human resource managers and business managers of:

   Food Outlets
   Department Stores
   Service Stations
   Drug Stores
   Restaurants
   Fast Foods
   Retail Stores
   Others _____

The main purpose of the orientation will be to inform and encourage the use of the Skills Portfolio when hiring and screening student applicants for part-time and summer employment. The orientation is a good opportunity to invite key employers of youth to join the education committee and sponsor the project. It would also be valuable to survey the employer's hiring practices and create a list of employers who would be willing to assist with the classroom presentations to grade 10s informing them about the Skills Portfolio Project.

Implementation in the schools will require some common structure, although each school will establish this process according to their own circumstances. Identify implementation strategies common to all schools and continue networking successful ideas for promoting and developing the portfolio concept to students and staff. There is good representation on the Education Committee from each of the 5 high schools and the opportunity to network and share ideas is already occurring. Individual school administrations will need to coordinate the process by grade level and by department.

Part II : Implementation Handbook

APPENDICES

Introduction

Portfolio Initiatives in Alberta A

Information Package B

Promotion/Marketing Ideas C

Sample Letters D

D1: Community Launch

SHERWOOD PARK AND DISTRICT
Chamber of Commerce
P.O. BOX 3103, SHERWOOD PARK, ALBERTA
T8A 2A8
TELEPHONE (403) 464-0801 • FAX (403) 449-4787

October 30, 1996

Dear John Doe:

On behalf of the Sherwood Park Chamber of Commerce Education Committee, Elk Island Public Schools, Sherwood Park Separate School System and the Strathcona Christian Academy, we would like to thank you for your valuable support of our SKILLS PORTFOLIO Project. After two years of collaboration, our business/education partnership is ready to integrate the use of this Employability Skills Portfolio into the schools and business community.

Phased in over three years, all 4,500 high school students in the Sherwood Park area will have the opportunity to use the portfolio to demonstrate employability.

Our committee is officially launching the portfolio during Education Week on November 14 at Festival Place in Sherwood Park with a short ceremony at 4:15 p.m.

Please accept this invitation to join us for wine and cheese and participate with the other sponsors in the official "hand-off" of the portfolios to a group of students.

All the sponsors will be acknowledged as part of a brief program with comments and greetings from the Conference Board of Canada, Alberta Chamber of Commerce and the President of the Sherwood Park Chamber of Commerce.

Thank you again for your commitment to this community. Please RSVP by November 8 with Autumn at the Sherwood Park Chamber Office (464-0801).

Partners in Education

Dale Gullekson
Co-chair Education Committee
Sherwood Park Chamber of Commerce

Linda Holibitsky
Co-chair Education Committee
Sherwood Park Chamber of Commerce

D2: Orientation

SHERWOOD PARK AND DISTRICT
Chamber of Commerce
P.O. BOX 3103, SHERWOOD PARK, ALBERTA
T8A 2A6
TELEPHONE (403) 464-0801 • FAX (403) 449-4787

May 13, 1997

Mr. Al Petersen
Petersen Pontiac Buick GMC
Wye Road
Sherwood Park, AB
T8A 2A6

Dear Al:

On behalf of the Sherwood Park and District Chamber of Commerce Education Committee, we invite you to attend an orientation and reception to raise awareness of the value of the Student Skills Portfolios. This event will be held on May 27, 1997 from 4:15–5:00 p.m. at Festival Place. This presentation will give you an opportunity to understand the strength of this project.

These portfolios will be available to you, the employer, as you look to future hiring of students from our community. This will enable you to acquire a better understanding of the student's skills and abilities in relation to the position being offered in your company.

Comments from our students are very positive on this Chamber initiative. A quote from one of our students exemplifies the value. "I plan on using my portfolio to impress employers. At job interviews, I often find employers surprised because theyhaven't seen this kind of portfolio before. It highlights our personal and technical skills. It also shows that we are taking the time and putting effort into finding a job."

A quote from Lori Dashkewich of Pizza Hut illustrates the value to employers: "I believe the portfolio is helpful in showing potential employers that the students are serious about job employment, and it gives us a little more insight into the personality and strengths of the student".

We would appreciate your valuable input on how you see these portfolios have been received by the businesses in Strathcona County.

We look forward to your attendance at this orientation.

RSVP to Autumn at 464-0801 by May 20, 1997.

Partners in Education,

Dale Gullekson,
Co-Chair Education Committee
Sherwood Park & District Chamber
of Commerce

Linda Holubitsky,
Co-Chair Education Committee
Sherwood Park & District Chamber
of Commerce

SHERWOOD PARK AND DISTRICT
Chamber of Commerce
P.O. BOX 3103, SHERWOOD PARK, ALBERTA
T8A 2A6
TELEPHONE (403) 464-0801 • FAX (403) 449-4787

May13, 1997

Dear John Doe:

The Education Committee of Sherwood Park Chamber of Commerce has undertaken an initiative to implement an Employability Skills Portfolio for students in our community. This project currently encompasses five high schools represented by the Elk Island Public, Sherwood Park Separate and Strathcona Christian Academy school systems and potentially 4,500 students.

There has been almost three years of collaboration between education and business to develop the foundation for this portfolio project.

A Chamber membership survey was conducted of issues and the employer expectations of youth in the School to Work transition. The development of student portfolios was then identified as the critical link in bridging the expectations between the schools and the business community.

The Education Committee researched numerous portfolio styles from across Canada and the United States, and eventually chose to develop a portfolio unique to our own community needs. Over the last year, a proto-type portfolio binder has been developed and enthusiastically endorsed by both the Elk Island Public and Sherwood Park Separate School Boards and the Chamber Board of Directors.

The actual cost of portfolios to be phased in at the Grade 10 level is estimated at $6,000 - $7,000 for 1,200 - 1,500 students annually (Bev Facey, Salisbury, Archbishop Jordan, Ardrossan and Strathcona Christian Academy). Funding will be solicited through sponsorship from local industrial associations, school boards, Sherwood Park Chamber of Commerce and the business community. It will be managed in an account already established through the Chamber.

WE have currently received about 35 percent of this years production costs from business and industry. Xerox and the Fort Saskatchewan Regional Industrial Association Education

(continued)

D3: (continued)

Committee are currently major contributors and small business support continues to increase. It is our hope to order supplies and begin printing the 1,500 portfolios over the summer.

We would like your endorsement of this valuable community project by contributing to the portfolio production costs in one of the following categories AND by requesting to view the Employability Skills Portfolio as part of your hiring process for youth. Contributions to the portfolio production has been categorized into four packages; $1,000, $500, $250 or $100. Cheques can be made payable to the Sherwood Park Chamber of Commerce and all contributors to this project will be acknowledged on each student portfolio binder. Contribution of services in kind will also be recognized for donating capital costs to the project such as printing, graphic work, binder, document page holder, divider labels, costs related to marketing or the project awareness campaign.

This Portfolio project fits with the recent recommendations by the MLA Task Force Committee on Business Involvement in Education and relates directly to the following statistics on employer satisfaction with student preparation for the workplace.

Preparation for the workplace

Survey results from the 90th Annual Report, Business and Education Working Together: 1994-95, indicate the percentage of Albertans who agree that high school graduates are prepared for the workplace:

High School Students	80%
Parents	40%
Public	40%
Post-secondary Instructors	35%
Employers	35%

The leadership for understanding and improvement in employability skills must begin as a responsibility of our business community. We believe this business/education partnership and this particular project to be extremely beneficial to meeting the needs of our youth in the critical transition from school to work.

If you have further questions regarding this project, please contact the Chamber Office at 464-0801 and we will direct your call to the appropriate contact.

Yours truly,

Education Committee Representative

June 11, 1996

James B. Sawchuk
PRINCIPAL

Robert G. Lougheed
ASSISTANT PRINCIPAL

Jean L. Soester
ASSISTANT PRINCIPAL

Mr. Morley Handford
Education Committee Chairman, FSRIA
Viridian Inc.
10101 - 114 Street
Fort Saskatchewan, AB T8L 2P2

Dear Morley and Education Committee Members:

Thank you for the opportunity to present the Employability Skills Portfolio to you and your Committee on May 23, 1996. The initiatives that your Committee has undertaken are impressive and it is obvious that you are having an impact in both the business and education communities. It was exciting to hear about the internet web page that Stuart Roth is working on for the your Committee; it has great potential.

On behalf of the Sherwood Park Chamber of Commerce Education Committee and Bev Facey Community High School, I thank you for your $500. endorsement of our student portfolio project. I believe this to be an active step forward to bridging "some of the gap" in the school to work transition. Once we eliminate the wrinkles of getting the project operational, we are certainly willing to share this process and documentation with other Chambers of Commerce or School Systems. We would look forward to your involvement in the official launching of this business/education project and I will keep your Committee informed of its progress.

Sincerely,

Dale Gullekson

DAG:bw

cc: Mr. Jim Sawchuk, Principal
Mrs. Dianna Millard, Director, Community Education
Mrs. Doreen Charlebois, Chairman, Education Committee, Chamber of Commerce

P.S. Congratulations on another successful Young Scientist Conference.

BEV FACEY
Community High School
99 Colwill Boulevard
Sherwood Park, Alberta
T8A 4Y5

Phone (403) 467-8044
Fax (403) 467-3467

Home Page
http://www.ei.educ.ab.ca/
sch/bfb/index.html

SKILLS PORTFOLIO PROJECT

As a student in Sherwood Park, is the Skills Portfolio a valuable project for business and education to undertake for youth?

Why? How will it or has it benefited you?

1. _____
   _____
2. _____
   _____
3. _____
   _____

THANK YOU LETTER FORMAT

STYLE Informal

PURPOSE To express appreciation for support/sponsorship of the Skills Portfolio Project in Sherwood Park.

Each paragraph in the thank you letter has a specific purpose.

- Salutation, e.g., Dear _____,
- The first paragraph indicates the purpose of the letter, e.g., "Thank you for your support/sponsorship/endorsement of the Skills Portfolio Project in Sherwood Park."
- The second paragraph expresses one or more specific reasons why the "thank you" is meaningfully given, e.g., "The Portfolio binder has ....." or "I plan on using my portfolio for ....."
- The third paragraph is a concluding statement reinforcing the sentiment of the letter, e.g., "As a student at Bev Facey Community High School, I appreciate your ...."
- Closings for this type of letter might be:

Sincerely,
Respectfully,
etc.

D5: (continued) Sample Letter

644 Wyecliff
22560 Wye Road
Sherwood Park, AB
T8A 4T6

Dear Mr. Hanson,

On behalf of the students of Bev Facey Community High School, I would like to thank you for your endorsement of the "Skills Portfolio" project in Sherwood Park.

The portfolio binder will give our students a better chance of succeeding in their endeavour to find employment during and after high school. The portfolio has already helped several students get hired in part-time positions. The students who brought their portfolios to their job interviews said that their employers were quite impressed with their preparedness. The skills portfolios help students keep an inventory of their skills and other assets which will benefit them when looking for a job.

As a student at Bev Facey. I appreciate your involvement in helping us to secure our futures in today's competitive job market.

Sincerely

Darren Blumenthal

Footnote References

1. From "Counselling Programs: Focusing on Service Delivery," by B. Hiebert, Spring 1996, *The Alberta Counsellor*, 22(1), p. 13.

2. From *School to Work Transition* (p. 3), by A. G. Bleiken & N. Leach, May 1995, Edmonton, AB: Alberta Chamber of Commerce.

3. From *School to Work Transition* (p. 6), by A. G. Bleiken & N. Leach, May 1995, Edmonton, AB: Alberta Chamber of Commerce.

4. From *School to Work Transition* (p. 2), by A. G. Bleiken & N. Leach, April 1995, Edmonton, AB: Alberta Chamber of Commerce Education Task Force.

5. From *School to Work Transition* (p. 6), by A. G. Bleiken & N. Leach, April 1995, Edmonton, AB: Alberta Chamber of Commerce Education Task Force.

6. From *Framework for Enhancing Business Involvement in Education* (p. 16), by Alberta Education, 1996, Edmonton, AB: Alberta Education.

7. From *Student Employability Skills Portfolio Project Evaluation Report* (pp. 2–9), by B. Hiebert and G. Tanner, October 1995, Calgary, AB: University of Calgary Education Partnership Foundation.

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